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PROJECT HEAD START--SUMMER 1966. FINAL REPORT. SECTION ONE, SOME CHARACTERISTICS OF CHILDREN IN THE HEAD START PROGRAM.

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THIS DOCUMENT IS SECTION 1 OF A 3-PART REPORT BY THE EDUCATIONAL TESTING SERVICE. THIS SECTION DESCRIBES, IN EXTENSIVE STATISTICAL TERMS, A SAMPLE OF 445 HEAD START CHILDREN IN TERMS OF THEIR SCORES ON (1) THE STANFORD-BINET L-M, (2) THE CALDWELL PRESCHOOL INVENTORY, AND (3) THE PROJECT HEAD START BEHAVIOR INVENTORY. THE SAMPLING PROCEDURES USED INCLUDED BOTH RANDOM AND SYSTEMATIC PROCEDURES AND WERE USED TO CHOOSE BOTH THE PUPILS AND THE HEAD START CENTERS FROM WHICH THE PUPILS WERE TO COME. THE HEAD START PROGRAMS THAT THESE PUPILS ATTENDED LASTED FROM 5 TO 9 WEEKS. THE TESTING WAS BEGUN AFTER THE FOURTH WEEK. THE PUPILS' SCORES WERE ORGANIZED ON THE DIMENSIONS OF GEOGRAPHICAL REGION (SOUTH, WEST, MIDWEST, AND NORTHEAST), CITY SIZE (URBAN AND NONURBAN), SEX, RACE, AGE, AND COMBINATIONS THEREOF. (WD)

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Project Head Start Summer 1966

Section One

Some Characteristics of Children in the Head Start Program

Richard H. Williams
E. Elizabeth Stewart

FINAL REPORT

PS 0

Final Report under
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dated June 15, 1966
between
Educational Testing Service and
The Office of Economic Opportunity

This is one of three sections of the Final Report. The sections are:

I. Some Characteristics of Children in the Head Start Program, by Richard H. Williams and E. Elizabeth Stewart.

II. Facilities and Resources of Head Start Centers, by Joseph L. Boyd.

III. Pupils and Programs, by George Temp and Scarvia B. Anderson.

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FINAL REPORT

PROJECT HEAD START -- SUMMER 1966

SECTION ONE:

SOME CHARACTERISTICS OF CHILDREN IN THE HEAD START PROGRAM

Richard H. Williams
E. Elizabeth Stewart

Educational Testing Service, Princeton, New Jersey

PS 000263

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SOME CHARACTERISTICS OF CHILDREN IN THE HEAD START PROGRAM

I. INTRODUCTORY STATEMENT

The purpose of this report is to describe a normative study carried out by Educational Testing Service during the summer of 1966. This particular study was part of a large scale research operation undertaken by Educational Testing Service under a contract with the Office of Economic Opportunity.

In a previous study carried out during the summer of 1965, Educational Testing Service conducted a systematic survey of Project Head Start operations in some 1300 classes at 335 centers across the country. This was accomplished under a contract with the Institute for Educational Development. A summary of certain generalizations derived from the observations made at that time has been given by Dobbin (1966).

The purpose of Project Head Start has been to develop and test experimentally certain summer programs designed to enrich the educational, psychological, and social experiences of preschool children who are considered to be socially disadvantaged. It has been suggested that preschool enrichment may be a possible "antidote" for cultural deprivation (Hunt, 1964).

Although a great number of studies have been carried out in an attempt to assess any possible cognitive or affective changes attributable to attendance in a summer Head Start program, the present authors have been unable to locate any published report of a major attempt to assess possible long range gains or to make comparisons between Head Start children and other comparable groups of children who did not participate in a Head Start program. In addition to the need for both longitudinal studies and well controlled experiments, there is the need for a carefully executed and extensive description of the children who have participated in a Head Start program. Having some notion of what these children are like may better facilitate the development of more effective programs for future Head Start classes.

II. SAMPLING PROCEDURES

A three-stage sampling procedure was used to select a sample of Head Start children. In the first stage a simple random sample of the population of all Head Start centers in the United States was selected by the Census Bureau. The Census Bureau sample consisted of approximately 650 centers. Since some centers never were able to initiate operations and others were unable to complete the planned program, the number of center control records made available to Educational Testing Service was 589. This sample of size 589 shall henceforth be referred to as the Census Bureau sample. Educational Testing Service then identified a stratified subsample of 200 centers. The stratifying variable was center size. This was the second stage of sampling. Here the sampling was done in such a way that the probability of a center being included in the sample was proportional to the number of students in the center. This would mean, then, that centers having large enrollments would be more likely to be included in the sample than those having small enrollments. The third and final stage of sampling consisted of drawing a sample of Head Start children from the centers. This last stage of sampling can itself be thought of as a two-stage procedure. In the first stage systematic sampling was used, every fifth child within a class being identified. The systematic sample for a center then consisted of all of the children in the center who were identified in this manner. The systematic sampling process was carried out by the Census Bureau. Finally, a simple random sample was chosen from each of the resulting systematic samples. If the systematic sample contained five or fewer children, then the systematic sample itself was specified as the sample to be tested; otherwise the random sample contained five children. If one of the children designated by Educational Testing Service for inclusion in the random sample was not available for testing or could not be tested because of his refusal or inability to respond, then that fact was recorded and a substitute from the systematic sample was randomly selected at the center. Procedures for sampling were specified by Educational Testing Service.

Data were obtained from only 95 of the 200 centers in the stratified sample selected by Educational Testing Service. This reduction in sample size was mainly due to problems in the scheduling of summer programs. The distribution within centers of the sampled children whose data entered into the statistical analyses is as follows: 77 of the centers contained five children each, 11 centers contained four children each, 3 centers contained three children each, 3 centers contained two children each, and the final center contained one child. Although the majority of the random samples were of size five (77 of them), the restriction due to the size of the systematic samples and the elimination of cases failing to meet certain criteria for completeness of data produced 18 smaller samples. The sample of 445 children finally obtained shall henceforth be referred to as the norms sample.

III. A DESCRIPTION OF THE NORMS SAMPLE AND SOME COMPARISONS OF IT TO THE CENSUS BUREAU SAMPLE

Head Start programs were typically eight weeks in length, although some extended to nine weeks and others lasted only five, six, or seven weeks. This was true for the norms sample and the Census Bureau sample, as well as for the population of Head Start centers extending across the country. For the norms sample testing was initiated after four weeks of the program were completed.

Frequency tabulations for geographic regions and city size are given for each of two samples in Table 1. One of the samples is the norms sample and the other is that portion of the Census sample which does not belong to the norms sample. City size was designated either urban or non-urban, the latter referring

TABLE 1

Sample Comparisons: Frequency Tabulations and Chi-Squares for Geographic Region and City Size

	Geographic Region				City Size	
	South	West	Midwest	Northeast	Non-Urban	Urban
Sample						
Census* Minus Norms	26390	3060	6723	6466	22456	20183
Norms	194	42	143	66	254	191
			$\chi^2 = 101.08$		$\chi^2 = 3.27$	
			df = 3		df = 1	
			$p < .01$		$.05 < p < .10$	

---

*The "Census Minus Norms" designation refers to all children enrolled in the set of Project Head Start Centers which belong to the Census Bureau sample but do not belong to the Educational Testing Service norms sample.

to cities containing fewer than 30,000 people. A chi-square statistic was used to test for independence of criteria of classification. The resulting chi-squares, together with the degrees of freedom and probabilities associated with them, are also printed in the table. The chi-square associated with city size has been corrected for continuity. In the case of geographic regions the chi-square is "large" and hence the probability associated with it is "small" ($p < .01$). The corresponding result for city size is not significant, although the probability (p) of the computed statistic is $.05 < p < .10$. If, in the population, scores on the dependent variables were unrelated to geographic region and city size, then these differences would not be of great concern. Since the relations between these variables were not available for the population itself, certain statistical tests were derived from the norms sample. Six F-ratios based on one-way analyses of variance were carried out, three for geographic regions and the other three for the urban vs. non-urban comparison. The dependent variables were Binet I.Q., Binet M.A., and the total score on the Preschool Inventory. A complete discription of all of the dependent variables for this study is given in Section IV. Table 2 shows the mean scores on the dependent variables for the six groups which are of interest. F-tests, degrees of freedom, and probabilities are also given. In view of the fact that 105 of the centers in the stratified sample were not used in the analyses given here, the effect of possible biases in the norms sample should be of constant concern to the reader. The F-tests, for instance, are valid only to the extent that the children tested are representative of the children in the Census Bureau sample. It is seen that Binet I.Q.s are not related to either city size or geographic region. A comparison of the mean Binet M.A.s for the four geographic regions produces a significant F-ratio ($F = 12.93$; $df = 3/441$; $p < .01$), with the children from the South attaining the highest mean score. A similar urban-non-urban comparison shows the non-urban group to have the higher mean. Both of these results are somewhat

TABLE 2

Means and F-Ratios for the Stanford-Binet and the Preschool Inventory for Geographic Region and City Size

Geographic Region	Binet I.Q. Means	Binet M.A. Means	Preschool Inventory Total Scale Means
Midwest	89.42	57.71	53.03
Northeast	89.94	59.17	55.73
South	86.94	63.10	60.42
West	88.62	55.12	54.38
	$F = 1.28$ $df = 3/441$ $p > .25$	$F = 12.93$ $df = 3/441$ $p < .01$	$F = 8.92$ $df = 3/441$ $p < .01$

City Size	Binet I.Q. Means	Binet M.A. Means	Preschool Inventory Total Scale Means
Urban	87.59	58.62	54.58
Non-Urban	89.07	61.54	59.25
	$F = 1.10$ $df = 1/443$ $p > .25$	$F = 10.39$ $df = 1/443$ $p < .01$	$F = 16.46$ $df = 1/443$ $p < .01$

unexpected. Further comparisons of the mean scores on the Preschool Inventory total scale reveal the same sort of patterns. All of these unexpected findings can perhaps be explained by examining the relation between test scores and chronological age. Subsamples of the norms sample were determined with respect to the following six variables: (1) Sex: boys, girls; (2) City Size: urban, non-urban; (3) Geographic Region: Midwest, Northeast, South, West; (4) Age: under 54 months (-54), 54-59 months, 60-65 months, over 65 months (65+); (5) Race or Cultural Background: Negro, American Indian, Puerto Rican, Mexican American, Oriental, Caucasian, Other; (6) Language: English, Other. This is shown as a 21 x 21 cross-tabulation in Table 3, the numbers in the cells indicating the sizes of the various subsamples. Table 3 shows that the children in the sample from the South tend to be older than the children in the sample from the other three geographic regions. Also, the non-urban children in the sample are clearly older than the children from the urban areas. Differences in age, then, may account for the observed mean differences on the Binet M.A. and the Preschool total scale. This would seem to be the case since when the M.A.s are controlled for age differences (i.e., I.Q.s are used) the mean differences are no longer significant.

A disproportionate number of the children in the norms sample who are from the South or from non-urban areas fall in the oldest age category. Although there is no way of assessing possible sample bias associated with the relatively low percentage of selected centers that are actually represented in the sample, it is possible that the norms sample is like the Census Bureau sample with respect to chronological age. If it is the case that children enrolled in Head Start centers in the South and in non-urban areas are, on the average, older than other enrollees, one possible explanation may be that children in the South and in non-urban areas begin school at an older age. It is important at this point to recall

TABLE 3

Cross-Tabulation of Frequencies for the Total Norms Sample

	Sex		**City Size**		**Geographic Region**				**Age (in months)**				**Race or Cultural Background**							**Language**	
	Boys	Girls	Urban	Non-Urban	South	West	Midwest	Northeast	-54	54-59	60-65	+65	Negro	American Indian	Puerto Rican	Mexican American	Oriental	Caucasian	Other	English	Other
Sex																					
Boys	214	-	84	130	85	26	25	78	12	30	48	124	128	-	6	16	-	64	-	204	10
Girls		231	107	124	109	16	41	65	13	31	54	133	151	-	7	12	1	59	1	222	9
City Size																					
Urban			191	-	50	24	49	68	13	38	56	84	134	-	10	23	-	24	-	178	13
Non-Urban				254	144	18	17	75	12	23	46	173	145	-	3	5	1	99	1	248	6
Geographic Region																					
South					194	-	-	-	4	9	21	160	149	-	-	5	-	39	1	193	1
West						42	-	-	9	12	9	12	18	-	-	16	-	8	-	36	6
Midwest							66	-	7	10	25	24	45	-	-	7	-	14	-	63	3
Northeast								143	5	30	47	61	67	-	13	-	1	62	-	134	9
Age (in months)																					
-54									25	-	-	-	18	-	-	4	-	3	-	21	4
54-59										61	-	-	40	-	3	4	-	14	-	56	5
60-65											102	-	68	-	2	4	-	28	-	100	2
+65												257	153	-	8	16	1	78	1	249	8
Race or Cultural Background																					
Negro													279	-	-	-	-	-	-	278	1
American Indian														-	-	-	-	-	-	-	-
Puerto Rican															13	-	-	-	-	6	7
Mexican American																28	-	-	-	18	10
Oriental																	1	-	-	1	-
Caucasian																		123	-	122	1
Other																			1	1	-
Language																					
English																				426	-
Other																					19

the fact that children who participate in a summer Head Start program are by definition preschool children. Nevertheless, insofar as the distributions of chronological age in the subsamples reflect the distributions in the subpopulations, Binet M.A.s and scores on the Preschool Inventory would tend to be higher for the children in the total norms sample than for children from the population of all Head Start centers, since the norms sample, containing a disproportionately large number of children from non-urban areas and from the South, would be composed of an older group of children than the group comprising the population.

Further information concerning the composition of the norms sample with respect to the six specified variables listed on page 7 can be obtained by examining Table 3. It can be seen that almost two-thirds of the children in the norms sample are Negro. Also, approximately three-fourths of the children come from either the South or the Northeast, the larger proportion coming from the former. The sample breakdown by both sex and city size is roughly fifty-fifty. Only about one-fifth of the children in the sample are under five years of age.

IV. THE INSTRUMENTS USED

The Stanford-Binet (L-M, short form), the Caldwell Preschool Inventory (Caldwell & Soule, 1965), and the Project Head Start Behavior Inventory were the three instruments used in this study. Copies of the Preschool Inventory and the Behavior Inventory have been inserted in Appendix A. Sixteen variables can be associated with these instruments. They are as follows: M.A. and deviation I.Q. (Binet), four subscale scores and a total score (Preschool Inventory), and nine subscale scores (Behavior Inventory). A listing of the items comprising the subscales of the Behavior Inventory and the Preschool Inventory, together with a description of the dimension each subscale purports to measure, is given in Tables

B-1 and B-2 in Appendix B. Listings of the scale designations which will be used as scale abbreviations are also shown. Throughout this report Binet M.A.s are reported in months.

In all cases the teacher was responsible for completing the Head Start Behavior Inventory response sheet for each child in her class. Persons with appropriate professional qualifications who were not permanent Head Start Center Personnel were designated to administer the Stanford-Binet and the Preschool Inventory. A copy of the special instructions given to all Stanford-Binet examiners has been placed in Appendix C.

For the Preschool Inventory, items 1-42 and 48-85 are scored "right" or "wrong." The number 1 was assigned to correct responses and 0 was assigned to incorrect responses. Items 43-47 have three response categories associated with them. The "most correct" response category was assigned the number 2, the middle category was assigned the number 1, and the third (incorrect response) was called 0. A scoring guide which contains specimen responses for the various response categories for all of the items is included in the examiner directions for administration and scoring. A copy of these administration and scoring directions can be seen in Appendix C. The score for any subscale was obtained by summing the numbers assigned to the responses given to the items comprising the subscale.

Each of the 50 items of the Behavior Inventory has four response categories (cf. Appendix A). These 50 items are divided into nine subscales, as mentioned above, and within each subscale the items are evenly distributed between positive attributes and negative attributes (cf. Appendix B). The negative attribute items (-) were scored just as the Behavior Inventory response sheet would suggest. That is, the response "Not at all like" was assigned a weight of 4, "Very little like" was given a weight of 3, etc. For the positive attribute items (+), however, the assigning of score weights had to be reversed. Here the response "Very much like" was given a weight 4, "Somewhat like" received a weight of 3, etc. Said another way, for the positive attribute items the following transformation was performed prior to obtaining subscale sums: 1→4, 2→3, 3→2, 4→1 (e.g. -- if a person responds 1, call it 4). Although an index of consistency -- i.e., a "lie" score -- can be obtained for each Behavior Inventory protocol, this was not done for this study. Here again, subscale scores were obtained by summing the weights assigned to items belonging to the subscales. It should be noted that subscales 5 and 7 of the Behavior Inventory are different from the other subscales of that instrument in that high scores on these subscales indicate low degrees of the traits named in the subscale titles.

V. THE PROBLEM OF ITEM OMISSIONS

Distributions of item responses and item omissions for the 50 items of the Behavior Inventory are presented in Table D-1 in Appendix D. Since the norms sample contains 445 cases, each row sums to 445. It can be seen that the total number of omissions is 154. Even a cursory inspection of the "omits" column reveals that item number 1 and item number 27 account for a large proportion of the omissions. This is perhaps due to the physical structure of the instrument (cf. Appendix A). The response space allotted to these two items has been restricted due to the presence of the numerical column headings. Further analysis of the item omissions on the Behavior Inventory revealed that 111 of the 445 response sheets used contained one or more omissions. Of these, 85 had only one omitted item, 15 had two, 7 had three, 2 had four, and 2 had five. The number of omissions appearing on the subscales of the Behavior Inventory were analyzed for those 26 papers having two or more omissions. Two of the 15 papers having two omissions have them on the same subscale. One of the subscales contains 4 items and the other 6. One of the papers having three omissions has two of them on the same 4-item scale. One of the "four-omissions" papers has three of the omissions on the same 8-item subtest. One of the papers containing five omissions has two of them on a 6-item variable.

The analysis of omissions for the Preschool Inventory indicated that 107 of the 445 papers contained one or more omissions, the bulk of these containing not more than five omissions. One paper contained as many as 22 omissions.

All cases having six or more omissions on the Behavior Inventory were considered "unusable" with respect to the statistical analyses to be described in this report. Similarly, unusable cases for the Preschool Inventory were defined to be those having 35 or more omissions. In the case of the Binet, a case was not used unless both the M.A. and I.Q. were reported. Some cases were screened, then, by these restrictions, and the Educational Testing Service norms sample of 445 which was used for the subsequent statistical analyses presented in this paper contains only cases which are "usable" with respect to all three instruments. The 445 usable cases were transformed into "complete data" cases in the following way. Any item omission on the Behavior Inventory was estimated by the mean for that item (rounded to an integer) of all other papers in the sample containing a response to the item in question. The response counts given in Appendix D were used to compute the integers used to estimate the item omissions. These estimates have also been inserted in Appendix D. Item omissions on the Preschool Inventory were not considered to be a serious problem, since all scores derived from the instrument are based on "number of items correct." Items omitted were assumed to be "wrong" and were assigned a weight of zero.

VI. DISTRIBUTIONS AND OTHER SUMMARY STATISTICS

Score distributions, means and standard deviations, and a 16 x 16 intercorrelation matrix are shown in Tables 4, 5, 6, and 7. These distributions and summary statistics are based on the entire norms sample of 445 cases. It is seen that the mean I.Q. of the sample is below that of the general population of children. The same analyses were also carried out for the sixteen sets of scores obtained from the three instruments for all naturally occurring subsamples of size N $\geq$ 100. Although there were 36 such subsamples, the only complete analyses appearing in this report are the ones for the following subsamples: boys, girls, urban, non-urban, South, Northeast, Negro, Caucasian, 60-65 months old, older than 65 months. These latter data comprise Appendix E. It can be seen that the mean Binet I.Q. for the Caucasian subsample (see Table E-8 and Table 4) is well above that for the total norms sample and is about 5 points below the mean I.Q. of the general population of children.

In addition to the more comprehensive analyses derived from the ten specified subsamples and from the total sample, means and standard deviations were computed for some of the smaller subsamples. Appendix F contains means and standard deviations, along with the sample size, for all subsamples of size N $\geq$ 50. There were 59 such subsamples in all.

VII. RELIABILITY ESTIMATES

Kuder-Richardson estimates of test reliability were obtained. Since some of the test items involved contain more than two response categories, a more general form of Kuder-Richardson formula 20 was used. This more general equation, which Cronbach (1951) has designated as "coefficient alpha," contains item variances rather than item difficulties. Reliability coefficients were computed for each of the 36 naturally occurring subsamples of size N $\geq$ 100, as

TABLE 4

Distributions of Scores on the Stanford-Binet (L-M, Short Form): Total Norms Sample (N = 445)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval	I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
96-98	99.8	155-159	99.8
93-95	99.6	150-154	99.8
90-92	99.6	145-149	99.8
87-89	99.1	140-144	99.6
84-86	97.5	135-139	99.3
81-83	96.6	130-134	99.1
78-80	94.4	125-129	98.4
75-77	91.2	120-124	97.1
72-74	87.9	115-119	95.1
69-71	82.7	110-114	92.1
66-68	75.1	105-109	87.6
63-65	62.2	100-104	80.7
60-62	49.2	95- 99	70.8
57-59	35.5	90- 94	53.9
54-56	22.9	85- 89	39.3
51-53	11.9	80- 84	27.2
48-50	7.2	75- 79	16.6
45-47	3.4	70- 74	8.1
42-44	1.3	65- 69	4.0
39-41	0.4	60- 64	1.3
36-38	0.2	55- 59	0.4
33-35	0.0	50- 54	0.0
ean	60.28	Mean	88.43
tandard Deviation	9.55	Standard Deviation	14.68

TABLE 5

Distributions of Scores on the Preschool Inventory: Total Norms Sample

(N = 445)

Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Scale: Total Score	Total Scale: Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	99.3	99.8			84-87	99.6
24-25	88.8	99.1			80-83	98.2
22-23	72.8	96.4			76-79	93.0
20-21	54.8	92.8	100.0	100.0	72-75	89.2
18-19	35.3	87.9	99.6	84.3	68-71	84.0
16-17	22.5	79.6	93.5	62.0	64-67	75.1
14-15	11.7	70.6	84.3	40.0	60-63	65.8
12-13	7.9	57.1	67.2	27.6	56-59	54.4
10-11	2.9	42.2	47.6	15.3	52-55	44.5
8- 9	1.3	29.9	28.1	7.2	48-51	36.6
6- 7	0.2	16.2	13.7	2.5	44-47	27.2
4- 5	0.2	7.2	5.6	0.9	40-43	18.0
2- 3	0.0	2.5	0.7	0.7	36-39	13.0
0- 1		0.0	0.0	0.0	32-35	8.3
					28-31	4.5
					24-27	2.0
					20-23	1.3
					16-19	0.7
					12-15	0.4
					8-11	0.0
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	18.50	10.88	9.70	13.72	Mean	52.80
Standard Deviation	4.22	5.34	3.72	3.76	Standard Deviation	14.66

TABLE 6

Distributions of Scores on the Project Head Start Behavior Inventory: Total Norms Sample

(N = 445)

(Per Cent of Children Scoring Below the Specified Score Interval)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
32-33	96.2		98.0		97.5					32-33
30-31	84.5		90.1		87.9					30-31
28-29	69.4		80.4		74.2					28-29
26-27	53.7	100.0	66.3		57.8			100.0		26-27
24-25	40.9	99.8	52.8		38.7			99.8		24-25
22-23	30.6	98.7	42.0		27.2			93.5		22-23
20-21	20.2	91.5	29.7		19.6			75.3		20-21
18-19	12.1	69.0	21.1	100.0	10.3	100.0	100.0	52.8		18-19
16-17	7.0	36.4	14.4	96.6	6.5	92.4	96.2	34.2		16-17
14-15	4.3	16.2	8.5	83.8	3.6	70.1	72.4	19.3		14-15
12-13	1.6	4.5	5.4	60.7	2.5	34.8	41.1	9.0		12-13
10-11	0.2	1.6	1.1	30.8	0.0	15.1	17.8	3.4	100.0	10-11
8- 9	0.0	0.2	0.0	13.7		3.1	4.9	1.1	93.9	8- 9
6- 7		0.0		3.6		0.7	1.6	0.0	62.5	6- 7
4- 5				0.0		0.0	0.0		14.2	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.11	16.09	22.30	10.69	24.01	12.13	11.84	16.73	5.05	Mean
Standard Deviation	5.15	2.66	5.66	2.76	4.95	2.38	2.48	3.59	1.52	Standard Deviation

TABLE 7

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Total Norms Sample

(N = 445)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.66	.67	.68	.64	.64	.77	.29	.23	.30	.30	.25	.21	.10	.28	.15
IQ			.41	.44	.35	.33	.45	.24	.22	.26	.23	.17	.19	.12	.24	.12
Preschool Inventory																
PI-S1				.70	.66	.65	.88	.32	.17	.32	.32	.26	.26	.10	.30	.16
PI-S2					.62	.60	.88	.28	.23	.31	.29	.19	.22	.13	.30	.19
PI-S3						.66	.84	.25	.18	.25	.25	.23	.24	.13	.24	.19
PI-S4							.83	.24	.13	.22	.27	.18	.14	.10	.21	.12
PI-TOT								.32	.21	.32	.33	.25	.25	.13	.31	.19
Project Head Start Behavior Inventory																
BI-S1									.21	.80	.53	.63	.59	.35	.75	.44
BI-S2										.46	.29	.09	.40	.00	.39	.28
BI-S3											.45	.46	.59	.17	.73	.52
BI-S4												.55	.54	.49	.68	.31
BI-S5													.69	.61	.53	.25
BI-S6														.43	.59	.29
BI-S7															.34	.09
BI-S8																.44
BI-S9																

well as for the entire norms sample. These coefficients were obtained for each of the subscales of the Head Start Behavior Inventory and the Preschool Inventory, as well as for the Preschool Inventory total scale.

The alpha coefficients derived from the total sample are printed in Table 8. The coefficient alpha estimates of test reliability obtained from the ten subsamples for which complete statistical analyses are reported are given in Table 9. Medians and ranges of the reliability coefficients were also derived for each of the fourteen scales for the 36 naturally occurring subsamples of size $N \geq 100$. They are shown in Table 10. The particular subsamples attaining the maximum or minimum alpha for a given subscale are shown in parentheses. The tables show that reliability estimates for the Preschool Inventory are relatively stable across subgroups and across subscales. In all cases the reliability coefficient for the total scale is at least .92. Alpha coefficients for the Head Start Behavior Inventory show a somewhat different pattern. Here there is great instability both across groups and across scales. The coefficients are often much lower than what would usually be considered acceptable. This is in part due to the fact that the subscales tend to be short. Subscale 9, for example, which purports to measure "Leadership," contains only 2 items. It should be noted, however, that the reliability estimates for the three 8-item subscales of the Behavior Inventory are of the same order of magnitude as the reliability coefficients for the subscales of the Preschool Inventory.

VIII. CONCLUDING STATEMENT

It has been tacitly assumed throughout this paper that the Census Bureau sample is representative of the population of Head Start Centers. We have in fact looked upon the Census sample as being the population and have drawn certain comparisons between it and the norms sample. Since data on the

TABLE 8

Reliabilities as Estimated by Coefficient Alpha for the Total Norms Sample

Instrument		Value of Alpha
Preschool Inventory		
Subscale 1:	Personal-Social Responsiveness	.80
Subscale 2:	Associative Vocabulary	.84
Subscale 3:	Concept Activation-Numerical	.79
Subscale 4:	Concept Activation-Sensory	.81
	Total Scale	.93
Project Head Start Behavior Inventory		
Subscale 1:	Sociability	.80
Subscale 2:	Independence	.33
Subscale 3:	Curiosity	.86
Subscale 4:	Persistence	.73
Subscale 5:	Emotionality	.80
Subscale 6:	Self-Confidence	.55
Subscale 7:	Jealousy	.60
Subscale 8:	Achievement	.71
Subscale 9:	Leadership	.45

TABLE 9

Reliabilities as Estimated by Coefficient Alpha for Ten Specified Subsamples

Instrument	Sex		City Size		Geographic Region		Race or Cultural Background		Age (in months)	
	Boys	Girls	Urban	Non-Urban	South	Northeast	Negro	Caucasian	60-65	65+
Preschool Inventory										
Subscale 1: Personal-Social Responsiveness	.81	.78	.80	.79	.79	.78	.78	.80	.76	.78
Subscale 2: Associative Vocabulary	.86	.82	.82	.85	.82	.86	.80	.85	.83	.82
Subscale 3: Concept Activation-Numerical	.80	.77	.80	.76	.79	.77	.79	.75	.75	.77
Subscale 4: Concept Activation-Sensory	.81	.81	.79	.81	.82	.76	.80	.75	.76	.80
Total Scale	.94	.93	.93	.93	.93	.93	.93	.93	.92	.92
Project Head Start Behavior Inventory										
Subscale 1: Sociability	.80	.79	.79	.81	.79	.81	.80	.80	.82	.80
Subscale 2: Independence	.33	.34	.41	.27	.34	.29	.32	.34	.54	.26
Subscale 3: Curiosity	.85	.87	.88	.84	.86	.85	.87	.85	.90	.85
Subscale 4: Persistence	.75	.70	.72	.74	.72	.78	.73	.73	.68	.76
Subscale 5: Emotionality	.82	.78	.76	.82	.77	.83	.79	.83	.81	.79
Subscale 6: Self-Confidence	.57	.54	.54	.56	.56	.54	.54	.60	.46	.59
Subscale 7: Jealousy	.57	.63	.65	.55	.52	.67	.57	.67	.62	.59
Subscale 8: Achievement	.72	.70	.68	.73	.71	.69	.72	.69	.74	.71
Subscale 9: Leadership	.46	.45	.50	.42	.36	.51	.35	.63	.60	.42

TABLE 10

Ranges and Medians of Coefficient Alpha for the 36 Subsamples Containing 100 or More Cases*

Instrument	Minimum Value of Alpha	Maximum Value of Alpha	Median Value of Alpha
Preschool Inventory			
Subscale 1: Personal-Social Responsiveness	.76 (Non-Urban Negroes)	.81 (Boys)	.79
Subscale 2: Associative Vocabulary	.77 (Negroes of Age 65+ Months)	.86 (Boys)	.82
Subscale 3: Concept Activation--Numerical	.75 (Children of Age 60-65 Months)	.80 (English Speaking Urban Children)	.78
Subscale 4: Concept Activation--Sensory	.75 (Girls of Age 65+ Months)	.83 (Southern Girls)	.79
Total Scale	.92 (Negro Children)	.94 (Boys)	.93
Project Head Start Behavior Inventory			
Subscale 1: Sociability	.75 (Non-Urban Girls)	.84 (Non-Urban Boys)	.80
Subscale 2: Independence	.08 (Non-Urban Boys)	.54 (Children of Age 60-65 Months)	.32
Subscale 3: Curiosity	.82 (Non-Urban Girls)	.90 (Children of Age 60-65 Months)	.86
Subscale 4: Persistence	.64 (Urban Girls)	.78 (English Speaking Northeasterners)	.73
Subscale 5: Emotionality	.73 (Southern Girls)	.85 (Non-Urban Boys)	.80
Subscale 6: Self-Confidence	.45 (English Speaking Children of Age 60-65 Months)	.64 (Boys of Age 65+ Months)	.56
Subscale 7: Jealousy	.49 (Non-Urban Negroes)	.68 (English Speaking Caucasian Children)	.59
Subscale 8: Achievement	.68 (Urban Children)	.75 (Non-Urban Boys)	.71
Subscale 9: Leadership	.21 (Non-Urban Negroes)	.63 (English Speaking Caucasion Children)	.42

*The subsample identified in parentheses is the one attaining the particular minimum or maximum alpha coefficient.

dependent variables of this study were not available for the Census sample itself, all comparisons were necessarily restricted to variables which might conceivably have been used as stratifying variables in the sampling procedure. Since biases may have been introduced because of the large proportion of centers in the stratified sample which were not used — only 95 of the 200 centers were used — care should be taken in drawing inferences from the data presented in this report.

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APPENDIX A

Copies of the Preschool Inventory and the Project Head Start Behavior Inventory

SIDE 1

PRESCHOOL INVENTORY

CHILD'S NAME ____________ BIRTH DATE ____________ DATE ____________

INSTRUCTIONS

1. USE A NO. 2 PENCIL
2. SPECIFIC DIRECTIONS FOR ADMINISTRATING WILL BE FOUND IN PRESCHOOL INVENTORY MANUAL

CHILD'S IDENTIFICATION NUMBER

0	1	2	3	4	☐	5	6	7	8	9
0	1	2	3	4	☐	5	6	7	8	9
0	1	2	3	4	☐	5	6	7	8	9
0	1	2	3	4	☐	5	6	7	8	9
0	1	2	3	4	☐	5	6	7	8	9
0	1	2	3	4	☐	5	6	7	8	9

SEX MALE FEMALE

AGE IN MONTHS

☐	0	1	2	3	4	5	6	7	8	9
☐	0	1	2	3	4	5	6	7	8	9

TEST I

1. WHAT IS YOUR FIRST NAME?	R	W
2. WHAT IS YOUR LAST NAME?	R	W
3. HOW OLD ARE YOU?	R	W
4. WHEN IS YOUR BIRTHDAY?	R	W
5. SHOW ME YOUR EYE	R	W
6. SHOW ME YOUR NECK	R	W
7. SHOW ME YOUR SHOULDER	R	W
8. SHOW ME YOUR HEEL	R	W
9. WHAT CALL (EAR)	R	W
10. WHAT CALL (FINGER)	R	W
11. WHAT CALL (KNEE)	R	W
12. WHAT CALL (ELBOW)	R	W

13. RAISE YOUR HAND	R	W
14. WIGGLE	R	W
15. HELLO VERY LOUDLY	R	W
16. HELLO VERY SOFTLY	R	W
17. FACE DOOR	R	W
18. JUMP	R	W
19. RED CAR ON BLACK BOX	R	W
20. BLUE CAR UNDER GREEN BOX	R	W
21. YELLOW CAR ON LITTLE BOX	R	W
22. ONE CAR IN MIDDLE-SIZE BOX	R	W
23. ALL CARS ONE SIDE, ALL BOXES OTHER SIDE	R	W
24. 3 CARS IN BIG BOX	R	W
25. 2 CARS BEHIND BOX IN MIDDLE	R	W
26. GIVE EVERYTHING TO ME	R	W

TEST II

27. (CHECKERS) CAR THAT PULLS TRAIN	R	W
28. (CHECKERS) LAST CAR ON TRAIN	R	W
29. WHICH WAY DOES SAW GO?	R	W
30. WHICH WAY ELEVATOR?	R	W
31. WHICH WAY FERRIS WHEEL?	R	W
32. WHICH WAY PHONOGRAPH RECORD?	R	W
33. WHICH WAY WATER FALL?	R	W
34. WHEN BREAKFAST?	R	W

35. TIME OF YEAR HOTTEST?	R	W
36. TIME OF YEAR COLDEST?	R	W
37. TIME OF YEAR NOW?	R	W
38. WHERE FIND LION?	R	W
39. WHERE BUY GAS?	R	W
40. WHO GO TO IF SICK?	R	W
41. WHERE FIND BOAT?	R	W
42. WHAT DO TO READ SOMETHING?	R	W

43. WHAT DOES DENTIST DO?	2	1	0	____________
44. WHAT DOES POLICEMAN DO?	2	1	0	____________
45. WHAT DOES TEACHER DO?	2	1	0	____________
46. WHAT DOES FATHER DO?	2	1	0	____________
47. WHAT DOES MOTHER DO?	2	1	0	____________

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PRESCHOOL INVENTORY

SIDE 2

DO NOT WRITE IN THIS AREA

CHILD'S IDENTIFICATION NUMBER

0	1	2	3	4		5	6	7	8	9
0	1	2	3	4		5	6	7	8	9
0	1	2	3	4		5	6	7	8	9
0	1	2	3	4		5	6	7	8	9
0	1	2	3	4		5	6	7	8	9
0	1	2	3	4		5	6	7	8	9

TEST III

48. HOW MANY EYES?	R	W
49. HOW MANY NOSES?	R	W
50. HOW MANY HANDS?	R	W
51. HOW MANY TOES?	R	W
52. HOW MANY WHEELS-CAR?	R	W
53. HOW MANY WHEELS-BICYCLE?	R	W
54. HOW MANY WHEELS-TRICYCLE?	R	W
55. HOW MANY WHEELS-WHEELBARROW?	R	W
56. HOW MANY WHEELS-ROW BOAT?	R	W
57. COUNT (TO 5)	R	W
58. HOW MANY CORNERS, PAPER	R	W
59. 2 & 8 CHECKERS, WHICH MORE	R	W
60. 6 & 6 CHECKERS, WHICH MORE	R	W
61. 2 & 8 CHECKERS, WHICH FEWER	R	W
62. POINT TO MIDDLE ONE	R	W
63. POINT TO FIRST ONE	R	W
64. POINT TO LAST ONE	R	W
65. POINT TO SECOND ONE	R	W
66. POINT TO NEXT-TO-LAST	R	W

TEST IV

67. DRAW A LINE	R	W
68. DRAW A CIRCLE	R	W
69. DRAW A SQUARE	R	W
70. DRAW A TRIANGLE	R	W
71. WHICH MOST LIKE WHEEL	R	W
72. WHICH MOST LIKE TENT	R	W
73. WHICH MOST LIKE STICK	R	W
74. BIGGER, BALL OR BICYCLE	R	W
75. BIGGER, TREE OR FLOWER	R	W
76. SLOWER, CAR OR BICYCLE	R	W
77. HEAVIER, BRICK OR SHOE	R	W
78. HEAVIER, FEATHER OR FORK	R	W
79. WHAT COLOR IS: (RED CRAYON)	R	W
80. WHAT COLOR IS: (BLACK CRAYON)	R	W
81. SAME COLOR AS THE SKY	R	W
82. SAME COLOR AS THE NIGHT	R	W
83. COLOR CIRCLE YELLOW	R	W
84. COLOR SQUARE PURPLE	R	W
85. COLOR TRIANGLE ORANGE	R	W

EXAMINER'S NAME ____________________

OTHER: ____________________

____

____

A.											
B.	0	1	2	3	4		5	6	7	8	9
C.	0	1	2	3	4		5	6	7	8	9
D.	0	1	2	3	4		5	6	7	8	9
E.	0	1	2	3	4		5	6	7	8	9

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CAP-HS Form 37
(6-10-66)

OFFICE OF ECONOMIC OPPORTUNITY
PROJECT HEAD START

BEHAVIOR INVENTORY
SUMMER

Child's name

School

Grant No.	Center No.	Class No.	Child No.	Examiner's Identification	Date

Present week of center's operation

INSTRUCTIONS

Please indicate as accurately as possible how this child behaves by marking one of the four responses to each question. Base your response to every item on your personal observation and experience with the child.

	Very much like 1	Some-what like 2	Very little like 3	Not at all like 4
1. Is usually carefree; rarely becomes frightened or apprehensive				
2. Is sympathetic, considerate, and thoughtful toward others				
3. Is easily distracted by things going on around him				
4. Is very suggestible; lets other children boss him around				
5. Talks eagerly to adults about his own experiences and what he thinks				
6. Is unduly upset or discouraged if he makes a mistake or does not perform well				
7. Often keeps aloof from others because he is uninterested, suspicious, or bashful				
8. Defends or praises his own efforts				
9. Is confident that he can do what is expected of him				
10. Is jealous; quick to notice and react negatively to kindness and attention bestowed upon other children				
11. Is methodical and careful in the tasks that he undertakes				
12. Is rarely able to influence other children by his activities or interests				
13. Tries to figure out things for himself before asking adults or other children for help				
14. Greatly prefers the habitual and familiar to the novel and the unfamiliar				
15. Appears to trust in his own abilities				
16. Has little respect for the rights of other children; refuses to wait his turn, usurps toys other children are playing with, etc.				
17. Seems disinterested in the general quality of his performance				
18. Responds to frustration or disappointment by becoming aggressive or enraged				
19. Is excessive in seeking the attention of adults				
20. Sticks with a job until it is finished				
21. Goes about his activities with a minimum of assistance from others				
22. Is constricted, inhibited, or timid; needs to be urged before engaging in activities				
23. Is even-tempered, imperturbable; is rarely annoyed or cross				
24. Is reluctant to talk to adults; responds verbally only when urged				
25. Works earnestly at his classwork or play; does not take it lightly				
26. Is often quarrelsome with classmates for minor reasons				

Please continue on reverse side

	Very much like	Some-what like	Very little like	Not at all like
	1	2	3	4
27. Does not need attention or approval from adults to sustain him in his work or play				
28. When faced with a difficult task, he either does not attempt it or gives up very quickly				
29. Does not like to be interrupted when engaged in demanding activities, e.g., puzzles, painting, constructing things				
30. Welcomes changes and new situations; is venturesome, explores, and generally enjoys novelty				
31. Calmly settles difficulties that arise without appeal to adults or others				
32. Is reluctant to use imagination; tends not to enjoy "make-believe" games				
33. Likes to talk with or socialize with the teacher				
34. Often will not engage in activities unless strongly encouraged				
35. Is eager to inform other children of the experiences he has had				
36. Emotional response is customarily very strong; over-responds to usual classroom problems, frustrations, and difficulties				
37. Is uncooperative in group activities				
38. Is usually polite to adults; says "Please," "Thank you," etc.				
39. Asks many questions for information about things, persons, etc. (*Emphasis here should be on questions prompted by genuine curiosity rather than bids for attention.*)				
40. Usually does what adults ask him to do				
41. Requires the company of other children; finds it difficult to work or play by himself				
42. Responds to frustration or disappointment by becoming sullen, withdrawn, or sulky				
43. Demonstrates imaginativeness and creativity in his use of toys and play materials				
44. Insists on maintaining his rights, e.g., will not yield his place at painting, or at the carpentry bench, etc.; insists on getting his turn on the slide or in group games, etc.				
45. Is wanted as a playmate by other children				
46. Is lethargic or apathetic; has little energy or drive				
47. Has a tendency to discontinue activities after exerting a minimum of effort				
48. Is generally a happy child				
49. Approaches new tasks timidly and without assurance; shrinks from trying new things				
50. What he does is often imitated by other children				

DO NOT MARK IN THIS SPACE

APPENDIX B

A Description of the Subscales of the Preschool Inventory and the Project Head Start Behavior Inventory

TABLE B-1

Items Comprising the Subscales of the Preschool Inventory

Scale Designation	Dimension	Item Numbers
PI-S1	Personal-Social Responsiveness	1 through 26
PI-S2	Associative Vocabulary	27 through 47
PI-S3	Concept Activation-Numerical	48 through 66
PI-S4	Concept Activation-Sensory	67 through 85
PI-TOT	Total Scale	1 through 85

TABLE B-2

Items Comprising the Subscales of the Project Head Start Behavior Inventory

Subscale Designation	Dimension	Total Number of Items on the Subscale	Item Numbers of the Positive Items (+)	Item Numbers of the Negative Items (-)
BI-S1	Sociability, Cooperation, Politeness	8	33 35 38 45	7 16 24 37
BI-S2	Independence, Dependence	6	13 21 44	4 40 41
BI-S3	Curiosity, Enthusiasm, Exploration, Creativity	8	5 30 39 43	14 22 32 46
BI-S4	Persistence	4	11 20	3 28
BI-S5	Emotionality	8	1 23 31 48	26 36 42 49
BI-S6	Self-Confidence	4	9 15	6 18
BI-S7	Jealousy, Attention Seeking	4	2 27	10 19
BI-S8	Achievement	6	8 25 29	17 34 47
BI-S9	Leadership	2	50	12

APPENDIX C

Special Instructions for Administration for the Stanford-Binet (L-M, Short Form) and Administration and Scoring Directions for the Preschool Inventory

Stanford-Binet (1960) L-M

General Instructions

1. Examiners should discourage Center Personnel from using the title "doctor" in the presence of the children.
2. Examiners should be experienced with the Stanford-Binet and should have ability to establish easy rapport with preschool children.
3. Examiners not having recent experience with preschool children should arrange to test at least two non-sample preschool children before working with children from the sample.
4. Examiners should check Stanford-Binet kits carefully for all materials necessary for testing through age eight. A crayon or kindergarten pencil and a watch with a sweep second hand may be needed.
5. Examiners should carefully review the Terman/Merrill Manual (1959) pages 46 to 64, giving special attention to pages 53-54.
6. Use either Record Booklet or shorter form for recording answers.
7. Testing should be conducted with only the examiner and child present unless successful administration requires the presence of another.

Specific Instructions

1. Use the abbreviated form with Wright's method (see T/M Manual p. 61-62) in which all six tests are used to establish basal and ceiling levels. Note that when all six tests are used the weighting of each is less than the weights given when only starred tests are used.
2. It is suggested that examiners start with tests for age-level four and proceed in an alternating fashion toward the ceiling and basal levels in order that successes may be distributed throughout the testing period. When testing is completed, it is suggested that the child be given some simple task where success is virtually assured.

3. Where a test is spoiled in administration use TEST A (Alternate) as directed in the T/M Manual. If two or three tests are spoiled use first TEST A, then the lower numbered unstarred test, then the higher numbered unstarred test. Further spoilage of tests requires proration of credits. At the basal and ceiling level, where six tests are used, the spoilage of more than one test requires proration.

4. If for one reason or another a child simply cannot be tested, the examiner should submit a record form in his name with a comment.

5. Above the child's name on the record form enter his identification number. Above his identification number enter in bold letters: ADMINISTERED IN ______________ showing English, Spanish or whatever language was used.

6. In addition to completing the information called for on the record form used, enter the child's MA and IQ in the spaces provided on the Preschool Inventory Student Information Sheet.

7. Every effort should be made to test every child.

THE PRESCHOOL INVENTORY*

Administration and Scoring

Materials

Material to administer the Preschool Inventory has been provided. Included are:

a. Answer sheets
b. Preschool Inventory Student Identification sheets
c. Printed figure sheets
d. Three small cars, one each red, yellow, blue
e. One box of crayons
f. One set of checkers
g. Three cardboard boxes, one each black, green, white
h. One rubber ball (to be used only for "warm-up" exercises)

If any required materials are missing, purchase substitutes and bill ETS for the cost.

Administration

This section of the manual contains both the instructions for administering the Inventory and the ground rules necessary for making scoring decisions, though it is perhaps more traditional to separate procedural guide lines and scoring instructions. However, it appears logical to present them in this way, as it is during the administration of an assessment procedure that an examiner must make the decision as to whether to question further, give additional cues, etc., not during the time that he is evaluating the obtained material. Whenever the asking of additional questions for clarification about a particular item is warranted, one needs the cues for such probing juxtaposed to the instructions for administration, not tucked off in another section of the manual. Also this procedure should help to remove the bête noir of any type of testing procedure—the re-examination of material in order to derive a score. All that will remain to be done after the examiner is finished with a child will be a count of the number of correct items for the factor subtests and the total score.

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*The Preschool Inventory is distributed by the Cooperative Test Division of Educational Testing Service, Princeton, New Jersey 08540 and 1947 Center Street, Berkeley, California 94704.

Cues for what the examiner is to say to the child are printed in upper case letters, with guide lines for administration and scoring procedures in lower case letters. In certain cases the examiner may give instructions other than those specified. These include: (1) when the child does not speak and the examiner is trying to encourage him to speak; (2) when the answer to a question is vague or ambiguous and needs clarification; or (3) when an answer is given which is marginally correct, such as saying "pointer" for "finger." Under such circumstances the examiner may make such comments as "Tell me what you mean by that," or "Tell me more about it." It is also expected that the examiner will talk to the child about things not connected with the Inventory to help establish or maintain rapport, or make general comments such as "That's very good."

After many of the test items will be found specific answers to the item given as guidelines to help in scoring. These answers are some of those which have been given during experimental administrations of the inventory. These examples will help decide what credit to give to a particular reply. In these examples a vague answer may be followed by a -Q-. This means that the child should be questioned further in order to clarify his answer. For example to the question: "WHAT DOES A FATHER DO?" A child may answer "work." The examiner may say "TELL ME MORE ABOUT IT," and the child replies "Drives a truck." This is described in the directions for scoring as : "work-Q-drives a truck."

1. WHAT IS YOUR FIRST NAME?

Credit first name only or first and last name. Credit name the child is called by his family (check with teacher or parent), even though this might not appear on the child's record. E.g., credit "Junior" if a check reveals that to be common family designation for the child.

2. WHAT IS YOUR LAST NAME?

Credit last name by which child is known. If this disagrees with records, check before scoring minus.

3. HOW OLD ARE YOU?

Credit correct age if spoken. Correct number of fingers held up does not receive credit but may be questioned with, "How many is that?"

4. WHEN IS YOUR BIRTHDAY?

Credit correct month or month and date. If child responds with "next week" or "next month" he may be questioned (if correct) by "WHEN IS THAT?"

5- 8. In these questions any indication showing that the child knows the answer is correct. The clearest indication occurs if the child points or touches the part. Other acceptable designations are mentioned for each item.

5. SHOW ME YOUR EYE. (Credit a prolonged blink, or widening of the eye.)
6. SHOW ME YOUR NECK. (Credit lifting of chin and forward thrust of neck.)
7. SHOW ME YOUR SHOULDER. (Credit turning of one shoulder toward E.)
8. SHOW ME YOUR HEEL. (Credit twisting of foot so that heel moves toward E.)

9-12. Point to the following parts of the examiner's body and say, "WHAT'S THIS?" If child gives a marginal answer, such as "What we hear with" for ear, or "pointer" for finger, say "WHAT DO WE CALL IT?" or "WHAT ELSE DO WE CALL IT?" Credit only the correct word.

9. Ear
10. Finger
11. Knee
12. Elbow

Say, "THAT'S GOOD. NOW I WANT YOU TO DO SOME THINGS FOR ME."

13. RAISE YOUR HAND.

Credit raising either or both hands. Any movement of child's hand in upward direction is credited. E.g., if he is resting his elbow on the table and merely elevates the hand, this is sufficient. The hand need not be raised above the head.

14. WIGGLE.

Credit any wiggling movement, i.e., body, hand and arm, head and shoulder.

15. SAY "HELLO" VERY LOUDLY. (Do not give item away by changing volume.)

Credit any saying of the word in a voice that is louder than normal.

16. SAY "HELLO" VERY SOFTLY. (Do not change volume.)

Credit any saying of the word in a softer than normal voice.

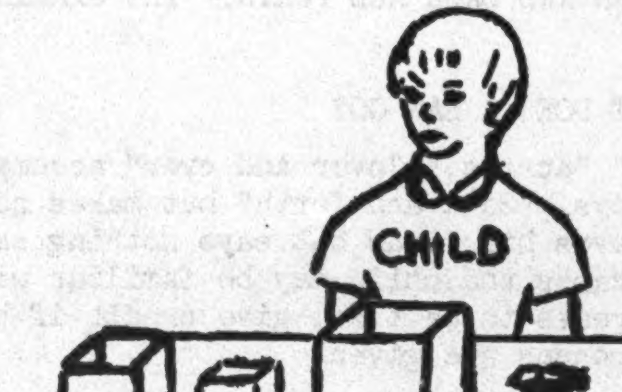
17. NOW STAND UP AND FACE THE DOOR.

Credit if child faces any door.

18. NOW JUMP.

Credit jumping motion in which both feet leave the floor at least a little bit.

19-26. Say "THAT'S VERY GOOD, NOW SIT DOWN IN YOUR CHAIR." Take out the three cars--red, yellow, and blue and the three boxes--black, green, and white. Line the boxes up 2-4 inches apart from left to right in front of the child in the following manner. White box with the open end at the top, black box with the open end down and green box with the open end up. Place all of the cars together to the left of the white box. Make sure all cars and all boxes are visible after each presentation (i.e., do not leave a car in or under a box).



Give each instruction only once. Make sure child is looking and listening and say the words slowly. However, do not give undue vocal emphasis to the key works (e.g., red, on, little). To get credit child must do all steps for each item correctly.

19. PUT THE RED CAR ON THE BLACK BOX.

20. PUT THE BLUE CAR UNDER THE GREEN BOX.

21. PUT THE YELLOW CAR ON THE LITTLE BOX.

22. PUT ONE CAR IN THE MIDDLE SIZED BOX.

23. PUT ALL THE CARS ON ONE SIDE OF THE TABLE AND ALL THE BOXES ON THE OTHER SIDE OF THE TABLE.

24. PUT THREE CARS IN THE BIG BOX.

25. PUT TWO CARS BEHIND THE BOX IN THE MIDDLE
("Behind" may be relative to either examiner or child)

26. GIVE EVERYTHING TO ME.

Child may either nest the boxes, put cars in box, or leave all out. But he must either hand or push all cars and all boxes to or toward E.

27-28. Next, line up 6 red checkers in a row, all touching. Take out two black checkers and stack one on top of the other at one end to make an engine. Say, "LET'S PRETEND THIS IS A TRAIN. YOU KNOW WHAT A TRAIN IS, DON'T YOU? YOU KNOW, IT HAS A LOT OF CARS, ONE AFTER THE OTHER LIKE THIS." (Point to the cars.)

27. DO YOU KNOW WHAT WE CALL THIS FIRST CAR, THE ONE THAT PULLS THE TRAIN? (Point to the engine.)

Credit "Engine" or "Diesel."

28. WHAT DO WE CALL THE LAST CAR ON A FREIGHT TRAIN?

Credit "Caboose."

29-33. These questions require that both a verbal and motor response be given describing the motion requested. In each case probing may be done to elicit both responses. Say "HAVE YOU EVER BEEN ON A SWING? YOU KNOW HOW A SWING GOES—UP AND DOWN AND BACK AND FORTH." The examiner defines this motion with his hands.

29. ALL RIGHT NOW, WHICH WAY DOES A SAW GO?

Credit "Back and forth," "across," "over and over" accompanied by the correct motion. If the child says, "Back and forth" but makes no hand movements, say "SHOW ME." If he moves his hands but says nothing say "WHAT DO YOU CALL THAT MOTION?" In some cases the child may be familiar with only a circular or jig saw. If this appears to be true, give credit if both the correct verbal and gestural responses are given.

30. WHICH WAY DOES AN ELEVATOR GO?

Credit "Up and down," if accompanied by correct motion. If child says either "Up" or "Down" alone, say "TELL ME MORE ABOUT IT." Credit only if both directions are mentioned and described.

31. WHICH WAY DOES A FERRIS WHEEL GO?

Credit "Around," "in a circle" if accompanied by the appropriate circular motion.

32. WHICH WAY DOES A PHONOGRAPH RECORD GO?

Credit "Around," "in a circle," "around and around" etc. if accompanied by correct motion.

33. WHICH WAY DOES A WATERFALL GO?

Credit "Down." Do not credit descriptions such as "In the river."

Questions 34-47 require only a verbal response.

34. WHEN DO WE EAT BREAKFAST?

Credit "In the morning," "When we get up," "The first meal of the day." "Eight o'clock (or other appropriate time) - Q - in the morning."

No credit for "When we are hungry," "When mommy cooks it," etc.

35. WHAT IS THE TIME OF THE YEAR WHEN IT IS THE HOTTEST?

Credit "Summer" only.

36. WHAT IS THE TIME OF THE YEAR WHEN IT IS THE COLDEST?

Credit "Winter" only.

37. WHAT TIME OF YEAR IS IT NOW?

Credit the correct season regardless of climate in child's locale. Do not credit holiday seasonal designations (e.g., "Christmas time").

38. IF YOU WANTED TO FIND A LION WHERE WOULD YOU LOOK?

Credit "Jungle," "Zoo," "Circus" or, in rare cases where lion is the common name for local wild cats, "Woods" or "Mountains" may be correct.

Do not credit "Woods," "Trees" etc. except in the cases mentioned above.

39. IF YOU WANTED TO BUY SOME GAS WHERE WOULD YOU GO?

Credit "Gas station," "Service station," "Garage," "Filling station" or the name of any commercial or local stations such as "Texaco" etc. Do not credit "Gas man," "Gas store" etc.

40. IF YOU WERE SICK WHO WOULD YOU GO TO?

Credit "Doctor" or "Nurse." "My mommy - Q - take me to doctor."

Do not credit "hospital."

41. IF YOU WANTED TO FIND A BOAT, WHERE WOULD YOU LOOK?

Credit "Ocean," "River," "Boat store" or "Marina," etc. "Creek--Q--got rowboat in creek."

Do not credit "Down town" etc.

42. IF YOU WANTED TO READ SOMETHING, WHAT WOULD YOU DO?

Credit "Get a book or magazine," "Go to library," etc.

Do not credit "Read," "Watch T.V."

43-47. Record answers to each of the following items in the space provided on the answer sheet. The answers are scored on two levels depending upon level of abstraction. This will permit qualitative analysis of whether the child perceives these authority figures as "supportive" or "restrictive." Such an analysis does not enter into the point scoring, however, as it did on the original Inventory.

The difference between a "2" and a "1" response depends on whether the child describes a general function of this person in society rather than a specific duty or job. An "0" response is an incorrect one, or one not related to the actual duties of this person as defined by our culture.

43. WHAT DOES A DENTIST DO?

2: "Fixes teeth," "Works on teeth," "Checks you - Q - your teeth, takes care of teeth," "Helps you - Q - fixes teeth."

1: "Drills teeth," "Looks at teeth," "Pulls teeth," "Helps you - Q - pulls teeth."

0: Checks you," "Checks you - Q - looks at your throat," "Works in a hospital," etc.

44. WHAT DOES A POLICEMAN DO?

2: "Protects us," "Arrests bad people," "Directs traffic," "Helps us - Q - protects us, catches bad guys."

1: "Arrests people," "Helps us - Q - puts people in jail," "Wears gun," "Stops cars," "Shoots bad people."

0: "Shoots you," "Kills you," "Works," "Helps us" - Q - no response.

45. WHAT DOES A TEACHER DO?

2: "Teaches you things," "Learns you to read," "Makes you learn," "Teaches - Q - like reading, and Pledge of Allegiance."

1: "Reads," "Plays with you," "Writes," "Talks to you."

0: "Spanks you," "Gives you milk," "Puts you outside door," "Teaches" - Q - no response.

46. WHAT DOES A FATHER DO?

2: "Takes care of family," "Works - Q - earns money for family," "Brings money home."

1: "Puts you (me) to bed," "Spanks you," "Engineer," "Drives truck," "Works" - Q - no response.

0: "Sleeps," "Watches T.V.," "Drinks beer."

47. WHAT DOES A MOTHER DO?

2: "Takes care of you," "Works - Q - takes care of house." "Works - Q - earns money for family." "Has babies - Q - --raises family."

1: "Makes supper," "Cleans the house," "Whips you," "Tells you to take a nap," "Gives you money."

0: "Takes you to the doctor."

48-51. In answering the questions requiring a number as the answer, a child may often hold up the correct number of fingers. If this is done the examiner may say "HOW MANY IS THAT?" A child may also give a correct answer such as "2 in front and 2 in back." If this is done the examiner may say, "HOW MANY ALL TOGETHER?" In both cases if the correct answer is given it is credited.

48-51. Ask the child the questions:
HOW MANY ________ DO YOU HAVE?

48. EYES - Credit 2 only
49. NOSES - Credit 1 only
50. HANDS - Credit 2 only.
51. TOES - Credit 10 only.

52-56. Now ask: HOW MANY WHEELS DOES A _________ HAVE?

52. CAR - Credit 4 only.
53. BICYCLE - Credit 2 only.
54. TRICYCLE - Credit 3 only.
55. WHEELBARROW - Credit 1 only. (If child says "2" get him to describe and make certain he is referring to the new style.)
56. ROWBOAT - Credit 0 only.
57. LET'S HEAR YOU COUNT OUT LOUD. If no response, start child by saying "ONE - - -" Give credit if child counts to five. If child stops before 5, say, "CAN YOU COUNT ANY MORE?"
58. Hold up a blank piece of paper. Say, "HOW MANY CORNERS DOES THIS SHEET OF PAPER HAVE?"

    Credit 4. (Let child count if he can and needs to.)

59-61. Take out the box of 12 checkers, all the same color. Give the child the opportunity to manipulate them briefly. In establishing the groups to be judged, make certain that all the checkers are bunched together, all touching but not lined up, and all flat on the table. Put the checkers in two groups in front of the child and ask, first pointing to the group represented by the first number and then to the other:

59. 2 & 8 WHICH HAS MORE CHECKERS IN IT?

    Credit correct response.

60. 6 & 6 WHICH HAS MORE CHECKERS IN IT?

    Credit "Both" or "Neither" etc.

61. 2 & 8 WHICH HAS FEWER CHECKERS IN IT?

    Credit correct response.

62-66. Take away all but 5 of the checkers. Instruct the child as follows: "PUT THESE CHECKERS NEXT TO EACH OTHER IN A ROW." Following the pattern set by the previous item, the child may have all checkers touching. If so see to it that a half-inch space is left between each two checkers. Give whatever guidance is needed to yield a fairly straight row. Credit first-last in terms of a child's choice — i.e., either end of the row of checkers with all subsequent choices consistent with that choice. Return the checkers to the appropriate place after each response. Credit the correct response. Say:

62. GIVE ME THE MIDDLE ONE.

63. GIVE ME THE FIRST ONE.

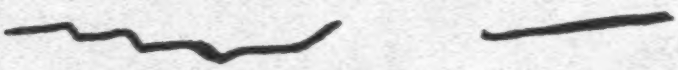
64. GIVE ME THE LAST ONE.

65. GIVE ME THE SECOND ONE.

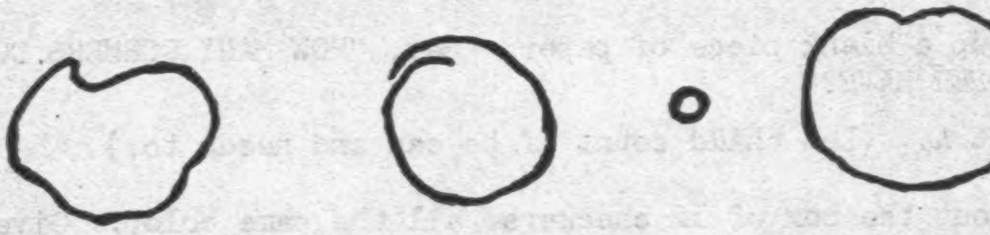
66. GIVE ME THE NEXT TO THE LAST ONE.

67-70. Give the child the page with the line, circle, square and triangle drawn on it. Say, "NOW I'D LIKE YOU TO MAKE SOME DRAWINGS. MAKE ONE LIKE THIS, (Point to the model) MAKE YOURS RIGHT HERE." (Point to the blank space beside the model). Only one trial is given for each figure. However, if the child spontaneously corrects his own drawing credit is given.

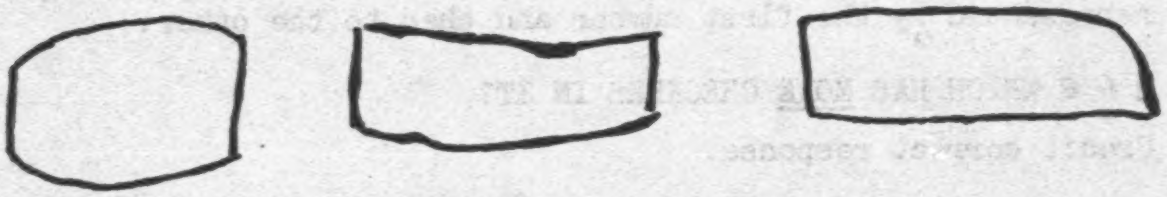
67. Draw a line: Any line, straight or wavy. May be perpendicular to model. Must not return to point of origin.



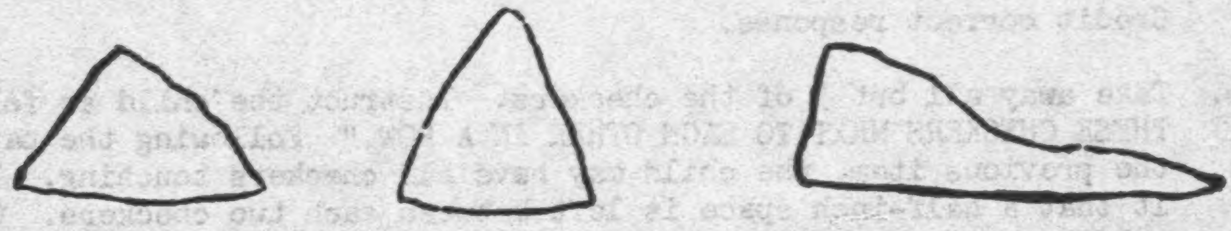
68. Draw a circle: Any two-dimensional figure, closed or nearly closed, which suggests circularity. Repeated circular motions receive no credit.



69. Draw a square: Figure must have at least two angles and the configuration approximately that of a square or rectangle.



70. Draw a triangle: Figure must have at least one angle, no more than three sides, and at least two reasonably straight lines.



71-73. Using the same sheet of geometrical forms, or a clean one if it has been badly scribbled on, say: "WHICH ONE IS MOST LIKE A ______________." (If the child gives the correct answer verbally ask him "WHICH ONE OF THESE IS THAT?" (Pointing to the sheet of paper).

71. WHEEL - Credit pointing to the circle.
72. TENT - Credit pointing to the triangle.
73. STICK - Credit pointing to the line.
Take the paper from the child and say: "NOW LISTEN CAREFULLY."

74. WHICH IS BIGGER, A BALL OR A BICYCLE?
Credit bicycle.

75. WHICH IS BIGGER, A TREE OR A FLOWER?
Credit tree.

76. WHICH IS SLOWER, A CAR OR A BICYCLE?
Credit bicycle.

77. WHICH IS HEAVIER, A BRICK OR A SHOE.
Credit a brick.

78. WHICH IS HEAVIER, A FEATHER OR A FORK?
Credit fork.

Now place the 8 Crayola crayons (or any other high intensity crayons of red, orange, yellow, green, blue, purple, brown, and black) on the table. Mix them up and line them up about 1/2 inch apart.

79. Credit red only. Point to the red crayon and say, "WHAT COLOR IS THIS?"

80. Credit black only. Point to the black crayon and say, "WHAT COLOR IS THIS?"

81. WHICH ONE OF THESE IS THE COLOR OF THE SKY? (Point to all colors).
Credit saying blue or pointing to the blue color.

82. WHICH ONE IS THE COLOR OF NIGHT? (Point to all colors).
Credit saying black or purple or pointing to these colors.

Now take the sheet with the line, circle, square and triangle.

83-85. In scoring these items the knowledge of color is the only important thing. If a child selects the correct color he is given credit even if he does not color the correct geometric form. After each response return colors to original position. How well he colors within the boundaries of the form is of no concern.

83. COLOR THE CIRCLE YELLOW.
84. COLOR THE SQUARE PURPLE.
85. COLOR THE TRIANGLE ORANGE.

You are not required to score the Preschool Inventory. Be sure that the Student Identification sheet is completely filled out with all pupil and center identification and is stapled to the answer sheet.

APPENDIX D

Distributions of Item Responses and Estimates Used for Item Omissions for the Project Head Start Behavior Inventory

TABLE D-1

Distributions of Item Responses for the Project Head Start Behavior Inventory

Item Number	Item Response Alternatives 1	2	3	4	Number of Omissions
1	182	129	79	42	13
2	143	198	80	22	2
3	113	159	131	40	2
4	40	76	158	171	0
5	158	119	99	68	1
6	35	88	214	108	0
7	50	76	105	211	3
8	53	149	150	92	1
9	147	171	85	40	2
10	28	50	148	219	0
11	115	188	108	33	1
12	69	113	183	78	2
13	124	179	89	52	1
14	83	172	138	47	5
15	150	183	83	27	2
16	47	80	117	199	2
17	31	91	156	165	2
18	37	51	118	238	1
19	62	95	149	139	0
20	140	174	91	38	2
21	162	195	64	20	4
22	80	78	118	165	4
23	192	131	77	41	4
24	82	82	104	176	1
25	155	183	76	26	5
26	44	55	128	218	0
27	94	147	119	49	36
28	62	125	159	97	2
29	75	183	137	48	2
30	148	154	101	41	1
31	55	212	106	70	2
32	53	96	171	124	1
33	205	120	77	41	2
34	62	86	143	146	8
35	124	148	108	62	3
36	48	80	164	152	1
37	46	72	113	213	1
38	160	168	81	34	2
39	107	142	103	87	6
40	234	149	39	19	4
41	38	102	181	121	3
42	59	75	128	181	2
43	98	182	114	49	2
44	108	114	136	84	3
45	166	188	75	15	1
46	38	62	118	225	2
47	58	100	163	116	8
48	245	143	42	14	1
49	52	106	149	138	0
50	58	163	139	84	1
					154

TABLE D-2

Estimated Item Ratings Assigned to Children with Incomplete Rating Sheets On the Project Head Start Behavior Inventory*

Item Number	Estimated Rating	Item Number	Estimated Rating
1	2	26	3
2	2	27	2
3	2	28	3
4	3	29	2
5	2	30	2
6	3	31	2
7	3	32	3
8	3	33	2
9	2	34	3
10	3	35	2
11	2	36	3
12	3	37	3
13	2	38	2
14	2	39	2
15	2	40	2
16	3	41	3
17	3	42	3
18	3	43	2
19	3	44	2
20	2	45	2
21	2	46	3
22	3	47	3
23	2	48	2
24	3	49	3
25	2	50	3

*The estimated rating for each item is the mean rating (rounded to an integer) for all children who received ratings on the item.

APPENDIX E

Distributions and Intercorrelations for the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Ten Specified Subsamples

TABLE E-1

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Boys
(N = 214)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval	I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
96-98	100.0	155-159	
93-95	99.5	150-154	
90-92	99.5	145-149	100.0
87-89	99.1	140-144	99.5
84-86	97.7	135-139	99.1
81-83	96.7	130-134	98.6
78-80	93.9	125-129	97.2
75-77	91.1	120-124	95.8
72-74	88.3	115-119	92.5
69-71	83.8	110-114	90.2
66-68	75.7	105-109	84.6
63-65	63.6	100-104	79.0
60-62	50.9	95- 99	71.5
57-59	38.3	90- 94	58.9
54-56	26.6	85- 89	42.5
51-53	13.6	80- 84	28.5
48-50	8.9	75- 79	18.7
45-47	3.7	70- 74	10.3
42-44	0.9	65- 69	5.1
39-41	0.5	60- 64	0.9
36-38	0.5	55- 59	0.0
33-35	0.0	50- 54	
Mean	59.78	Mean	88.32
Standard Deviation	9.70	Standard Deviation	15.87

TABLE E-2

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Girls
(N = 231)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval	I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
96-98	99.6	155-159	99.6
93-95	99.6	150-154	99.6
90-92	99.6	145-149	99.6
87-89	99.1	140-144	99.6
84-86	97.4	135-139	99.6
81-83	96.5	130-134	99.6
78-80	94.8	125-129	99.6
75-77	91.3	120-124	98.3
72-74	87.4	115-119	97.4
69-71	82.3	110-114	93.9
66-68	74.5	105-109	90.5
63-65	61.0	100-104	82.3
60-62	47.6	95- 99	70.1
57-59	32.9	90- 94	49.4
54-56	19.5	85- 89	36.4
51-53	10.4	80- 84	26.0
48-50	5.6	75- 79	14.7
45-47	3.0	70- 74	6.1
42-44	1.7	65- 69	3.0
39-41	0.4	60- 64	1.7
36-38	0.0	55- 59	0.9
33-35		50- 54	0.0
Mean	60.75	Mean	88.54
Standard Deviation	9.41	Standard Deviation	13.51

TABLE E-3

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Urban

(N = 191)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval
96-98	99.5
93-95	99.5
90-92	99.5
87-89	99.0
84-86	98.4
81-83	97.4
78-80	95.8
75-77	94.2
72-74	93.2
69-71	88.5
66-68	80.1
63-65	68.1
60-62	54.5
57-59	44.0
54-56	30.4
51-53	15.7
48-50	8.9
45-47	4.2
42-44	1.6
39-41	0.5
36-38	0.5
33-35	0.0
Mean	58.62
Standard Deviation	9.23

I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
155-159	99.5
150-154	99.5
145-149	99.5
140-144	99.5
135-139	99.5
130-134	99.5
125-129	99.5
120-124	97.9
115-119	96.3
110-114	94.2
105-109	89.0
100-104	81.2
95- 99	70.2
90- 94	54.5
85- 89	39.8
80- 84	30.4
75- 79	20.4
70- 74	10.5
65- 69	4.7
60- 64	0.5
55- 59	0.0
50- 54	
Mean	87.59
Standard Deviation	14.58

TABLE E-4

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Non-Urban

(N = 254)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval
96-98	100.0
93-95	99.6
90-92	99.6
87-89	99.2
84-86	96.9
81-83	96.1
78-80	93.3
75-77	89.0
72-74	83.9
69-71	78.3
66-68	71.3
63-65	57.9
60-62	45.3
57-59	29.1
54-56	17.3
51-53	9.1
48-50	5.9
45-47	2.8
42-44	1.2
39-41	0.4
36-38	0.0
33-35	
Mean	61.54
Standard Deviation	9.61

I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
155-159	
150-154	
145-149	100.0
140-144	99.6
135-139	99.2
130-134	98.8
125-129	97.6
120-124	96.5
115-119	94.1
110-114	90.6
105-109	86.6
100-104	80.3
95- 99	71.3
90- 94	53.5
85- 89	39.0
80- 84	24.8
75- 79	13.8
70- 74	6.3
65- 69	3.5
60- 64	2.0
55- 59	0.8
50- 54	0.0
Mean	89.07
Standard Deviation	14.74

TABLE E-5

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Northeast
(N = 143)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval
96-98	99.3
93-95	99.3
90-92	99.3
87-89	99.3
84-86	97.9
81-83	96.5
78-80	93.0
75-77	90.9
72-74	89.5
69-71	87.4
66-68	80.4
63-65	69.9
60-62	57.3
57-59	39.9
54-56	23.8
51-53	13.3
48-50	8.4
45-47	3.5
42-44	1.4
39-41	0.0
36-38	
33-35	
Mean	59.17
Standard Deviation	9.52

I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
155-159	99.3
150-154	99.3
145-149	99.3
140-144	98.6
135-139	97.9
130-134	97.9
125-129	96.5
120-124	95.1
115-119	92.3
110-114	88.8
105-109	86.7
100-104	79.7
95- 99	69.9
90- 94	48.3
85- 89	34.3
80- 84	25.2
75- 79	16.8
70- 74	9.8
65- 69	5.6
60- 64	2.1
55- 59	0.7
50- 54	0.0
Mean	89.94
Standard Deviation	16.64

TABLE E-6

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): South
(N = 194)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval
96-98	100.0
93-95	99.5
90-92	99.5
87-89	98.5
84-86	96.4
81-83	95.4
78-80	93.3
75-77	89.2
72-74	83.0
69-71	73.2
66-68	64.4
63-65	49.0
60-62	36.6
57-59	21.6
54-56	14.4
51-53	6.2
48-50	3.1
45-47	1.5
42-44	1.0
39-41	0.0
36-38	
33-35	
Mean	63.10
Standard Deviation	9.21

I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
155-159	
150-154	
145-149	
140-144	
135-139	100.0
130-134	99.5
125-129	99.5
120-124	98.5
115-119	97.4
110-114	94.8
105-109	89.2
100-104	83.0
95- 99	73.2
90- 94	59.8
85- 89	44.8
80- 84	29.4
75- 79	16.5
70- 74	7.7
65- 69	3.6
60- 64	1.0
55- 59	0.5
50- 54	0.0
Mean	86.94
Standard Deviation	13.43

TABLE E-7

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Negro

(N = 279)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval	I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
96-98		155-159	
93-95		150-154	
90-92	100.0	145-149	
87-89	99.3	140-144	
84-86	98.6	135-139	
81-83	97.8	130-134	100.0
78-80	96.8	125-129	99.3
75-77	94.3	120-124	98.9
72-74	92.5	115-119	98.2
69-71	88.5	110-114	96.1
66-68	81.0	105-109	92.1
63-65	68.1	100-104	84.9
60-62	54.5	95- 99	74.9
57-59	39.4	90- 94	59.1
54-56	26.5	85- 89	41.9
51-53	13.3	80- 84	30.1
48-50	6.8	75- 79	16.1
45-47	2.9	70- 74	9.3
42-44	1.4	65- 69	3.9
39-41	0.4	60- 64	1.1
36-38	0.4	55- 59	0.4
33-35	0.0	50- 54	0.0
Mean	59.01	Mean	86.57
Standard Deviation	8.66	Standard Deviation	12.81

TABLE E-8

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Caucasian

(N = 123)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval	I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
96-98	99.2	155-159	99.2
93-95	98.4	150-154	99.2
90-92	98.4	145-149	99.2
87-89	98.4	140-144	98.4
84-86	94.3	135-139	97.6
81-83	92.7	130-134	96.7
78-80	87.0	125-129	95.9
75-77	82.1	120-124	92.7
72-74	74.0	115-119	87.8
69-71	65.9	110-114	82.1
66-68	57.7	105-109	75.6
63-65	43.9	100-104	67.5
60-62	32.5	95- 99	54.5
57-59	20.3	90- 94	34.1
54-56	10.6	85- 89	25.2
51-53	4.9	80- 84	13.8
48-50	4.1	75- 79	9.8
45-47	2.4	70- 74	3.3
42-44	0.8	65- 69	1.6
39-41	0.8	60- 64	0.8
36-38	0.0	55- 59	0.0
33-35		50- 54	
Mean	64.60	Mean	95.32
Standard Deviation	10.40	Standard Deviation	16.35

TABLE E-9

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Age Category - 60-65 Months
(N = 102)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval	I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
96-98	99.0	155-159	99.0
93-95	99.0	150-154	99.0
90-92	99.0	145-149	99.0
87-89	99.0	140-144	98.0
84-86	97.1	135-139	97.1
81-83	97.1	130-134	97.1
78-80	95.1	125-129	95.1
75-77	93.1	120-124	93.1
72-74	93.1	115-119	92.2
69-71	91.2	110-114	91.2
66-68	88.2	105-109	85.3
63-65	73.5	100-104	77.5
60-62	59.8	95- 99	68.6
57-59	47.1	90- 94	44.1
54-56	23.5	85- 89	22.5
51-53	11.8	80- 84	14.7
48-50	6.9	75- 79	8.8
45-47	2.0	70- 74	3.9
42-44	1.0	65- 69	2.0
39-41	0.0	60- 64	0.0
36-38		55- 59	
33-35		50- 54	
Mean	58.55	Mean	92.60
Standard Deviation	8.82	Standard Deviation	15.49

TABLE E-10

Distributions of Scores on the Stanford-Binet
(L-M, Short Form): Age Category - Older than 65 Months
(N = 257)

Mental Age	Per Cent of Children Scoring Below the Specified Score Interval	I. Q.	Per Cent of Children Scoring Below the Specified Score Interval
96-98		155-159	
93-95	99.6	150-154	
90-92	99.6	145-149	
87-89	98.8	140-144	
84-86	96.9	135-139	100.0
81-83	95.3	130-134	99.6
78-80	92.2	125-129	99.6
75-77	87.5	120-124	98.8
72-74	82.1	115-119	97.3
69-71	73.9	110-114	93.4
66-68	63.0	105-109	91.1
63-65	47.9	100-104	84.8
60-62	34.6	95- 99	77.4
57-59	19.8	90- 94	64.2
54-56	12.1	85- 89	51.0
51-53	7.0	80- 84	34.2
48-50	3.9	75- 79	22.2
45-47	1.9	70- 74	10.5
42-44	0.8	65- 69	5.8
39-41	0.0	60- 64	2.3
36-38		55- 59	0.8
33-35		50- 54	0.0
Mean	63.30	Mean	85.27
Standard Deviation	9.22	Standard Deviation	13.91

TABLE E-11

Distributions of Scores on the Preschool Inventory: Boys

(N = 214)

(Per Cent of Children Scoring Below the Specified Score Interval)

Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Scale: Total Score	Total Scale: Per Cent of Children Scoring Below the Specified Score Interval
26-27	99.1	99.5			84-87	99.1
24-25	87.4	98.6			80-83	98.6
22-23	72.9	95.8			76-79	93.9
20-21	56.5	90.7	100.0	100.0	72-75	89.3
18-19	39.3	85.0	99.5	85.5	68-71	83.6
16-17	24.8	79.9	93.9	64.5	64-67	73.8
14-15	11.7	70.1	82.2	43.9	60-63	65.4
12-13	7.0	57.0	65.4	29.9	56-59	54.7
10-11	3.7	43.5	51.9	17.3	52-55	47.7
8- 9	2.3	30.8	28.0	8.9	48-51	37.9
6- 7	0.5	16.8	15.4	1.9	44-47	27.1
4- 5	0.5	8.4	7.5	0.9	40-43	19.6
2- 3	0.0	4.2	0.5	0.9	36-39	15.9
0- 1		0.0	0.0	0.0	32-35	9.8
					28-31	5.6
					24-27	1.9
					20-23	1.9
					16-19	0.9
					12-15	0.9
					8-11	0.0
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	18.34	10.89	9.65	13.50	Mean	52.37
Standard Deviation	4.38	5.67	3.87	3.81	Standard Deviation	15.23

TABLE E-12

Distributions of Scores on the Preschool Inventory: Girls

(N = 231)

(Per Cent of Children Scoring Below the Specified Score Interval)

Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Scale: Total Score	Total Scale: Per Cent of Children Scoring Below the Specified Score Interval
26-27	99.6	100.0			84-87	100.0
24-25	90.0	99.6			80-83	97.8
22-23	72.7	97.0			76-79	92.2
20-21	53.2	94.8	100.0	100.0	72-75	89.2
18-19	31.6	90.5	99.6	83.1	68-71	84.4
16-17	20.3	79.2	93.1	59.7	64-67	76.2
14-15	11.7	71.0	86.1	36.4	60-63	66.2
12-13	8.7	57.1	68.8	25.5	56-59	54.1
10-11	2.2	41.1	43.7	13.4	52-55	41.6
8- 9	0.4	29.0	28.1	5.6	48-51	35.5
6- 7	0.0	15.6	12.1	3.0	44-47	27.3
4- 5		6.1	3.9	0.9	40-43	16.5
2- 3		0.9	0.9	0.4	36-39	10.4
0- 1		0.0	0.0	0.0	32-35	6.9
					28-31	3.5
					24-27	2.2
					20-23	0.9
					16-19	0.4
					12-15	0.0
					8-11	
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	18.65	10.87	9.75	13.92	Mean	53.19
Standard Deviation	4.07	5.03	3.60	3.72	Standard Deviation	14.15

TABLE E-13

Distributions of Scores on the Preschool Inventory: Urban

(N = 191)

					Total Scale	
Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Score	Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	99.5				84-87	100.0
24-25	92.1				80-83	99.0
22-23	78.0	100.0			76-79	96.3
20-21	60.2	96.9		100.0	72-75	94.8
18-19	39.8	93.7	100.0	92.1	68-71	90.6
16-17	27.7	86.4	94.8	73.8	64-67	84.3
14-15	16.8	78.0	88.5	47.6	60-63	74.3
12-13	11.0	63.4	74.3	34.6	56-59	63.9
10-11	4.2	49.7	56.0	20.4	52-55	52.9
8- 9	1.6	37.7	37.2	9.4	48-51	44.5
6- 7	0.5	23.0	19.4	4.2	44-47	35.1
4- 5	0.5	11.5	8.9	1.6	40-43	24.6
2- 3	0.0	4.7	1.0	1.0	36-39	17.3
0- 1		0.0	0.0	0.0	32-35	12.6
					28-31	7.3
					24-27	3.7
					20-23	2.1
					16-19	1.0
					12-15	1.0
					8-11	0.0
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	17.82	9.59	8.91	12.86	Mean	49.18
Standard Deviation	4.37	4.96	3.80	3.81	Standard Deviation	14.46

TABLE E-14

Distributions of Scores on the Preschool Inventory: Non-Urban

(N = 254)

					Total Scale	
Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Score	Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	99.2	99.6			84-87	99.2
24-25	86.2	98.4			80-83	97.6
22-23	68.9	93.7			76-79	90.6
20-21	50.8	89.8	100.0	100.0	72-75	85.0
18-19	31.19	83.5	99.2	78.3	68-71	79.1
16-17	18.5	74.4	92.5	53.1	64-67	68.1
14-15	7.9	65.0	81.1	34.3	60-63	59.4
12-13	5.5	52.4	61.8	22.4	56-59	47.2
10-11	2.0	36.6	41.3	11.4	52-55	38.2
8- 9	1.2	24.0	21.3	5.5	48-51	30.7
6- 7	0.0	11.0	9.4	1.2	44-47	21.3
4- 5		3.9	3.1	0.4	40-43	13.0
2- 3		0.8	0.4	0.4	36-39	9.8
0- 1		0.0	0.0	0.0	32-35	5.1
					28-31	2.4
					24-27	0.8
					20-23	0.8
					16-19	0.4
					12-15	0.0
					8-11	
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	19.02	11.85	10.30	14.36	Mean	55.52
Standard Deviation	4.04	5.42	3.56	3.61	Standard Deviation	14.25

TABLE E-15

Distributions of Scores on the Preschool Inventory: Northeast
(N = 143)

Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Scale: Total Score	Total Scale: Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	99.3	99.3			84-87	98.6
24-25	92.3	97.9			80-83	97.9
22-23	76.9	96.5			76-79	95.8
20-21	57.3	89.5	100.0	100.0	72-75	93.7
18-19	30.8	85.3	99.3	92.3	68-71	84.6
16-17	17.5	79.0	95.1	71.3	64-67	79.0
14-15	10.5	69.2	88.8	43.4	60-63	72.0
12-13	7.7	54.5+	77.6	30.1	56-59	58.0
10-11	4.2	40.6	57.3	15.4	52-55	46.2
8- 9	2.1	28.7	33.6	10.5	48-51	38.5
6- 7	0.7	15.4	18.2	2.1	44-47	25.9
4- 5	0.7	7.0	7.0	0.0	40-43	16.8
2- 3	0.0	3.5	0.7		36-39	14.0
0- 1		0.0	0.0		32-35	8.4
					28-31	5.6
					24-27	2.8
					20-23	2.1
					16-19	0.7
					12-15	0.7
					8-11	0.0
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	18.45	11.19	8.94	13.22	Mean	51.81
Standard Deviation	4.12	5.58	3.63	3.51	Standard Deviation	14.31

TABLE E-16

Distributions of Scores on the Preschool Inventory: South
(N = 194)

Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Scale: Total Score	Total Scale: Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	99.0				84-87	100.0
24-25	82.5	100.0			80-83	97.9
22-23	61.9	94.8			76-79	88.1
20-21	43.3	91.8	100.0	100.0	72-75	81.4
18-19	30.4	85.1	99.5	76.3	68-71	77.8
16-17	19.1	72.2	89.7	49.5	64-67	65.5
14-15	6.7	61.9	77.8	31.4	60-63	53.1
12-13	3.1	49.5	55.2	21.1	56-59	43.3
10-11	1.0	32.5	36.1	11.3	52-55	34.0
8- 9	0.0	20.6	20.6	3.6	48-51	34.7
6- 7		7.7	8.2	1.5	44-47	21.1
4- 5		3.1	4.1	1.0	40-43	11.9
2- 3		0.5	0.5	1.0	36-39	7.7
0- 1		0.0	0.0	0.0	32-35	4.6
					28-31	1.5
					24-27	0.5
					20-23	0.5
					16-19	0.5
					12-15	0.0
					8-11	
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	19.52	12.09	10.68	14.59	Mean	56.88
Standard Deviation	3.99	5.04	3.71	3.68	Standard Deviation	14.15

TABLE E-17

Distributions of Scores on the Preschool Inventory: Negro
(N = 279)

					Total Scale	
Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Score	Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	99.6	100.0			84-87	100.0
24-25	90.7	99.6			80-83	99.3
22-23	74.6	98.6			76-79	96.1
20-21	57.3	97.5		100.0	72-75	94.6
18-19	39.1	94.6	100.0	88.5	68-71	90.7
16-17	24.4	87.1	95.0	68.5	64-67	81.4
14-15	12.2	79.9	87.1	46.2	60-63	71.3
12-13	7.5	66.7	72.4	31.2	56-59	60.6
10-11	2.2	49.1	53.8	18.6	52-55	49.8
8- 9	0.4	34.1	31.9	9.0	48-51	41.9
6- 7	0.0	18.3	16.8	3.6	44-47	31.9
4- 5		7.2	7.2	1.4	40-43	20.8
2- 3		2.5	0.7	1.1	36-39	15.1
0- 1		0.0	0.0	0.0	32-35	10.0
					28-31	5.0
					24-27	2.5
					20-23	1.4
					16-19	0.7
					12-15	0.4
					8-11	0.0
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	18.29	9.80	9.22	13.16	Mean	50.47
Standard Deviation	4.06	4.63	3.72	3.82	Standard Deviation	13.91

TABLE E-18

Distributions of Scores on the Preschool Inventory: Caucasian
(N = 123)

					Total Scale	
Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Score	Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	98.4	99.2			84-87	98.4
24-25	80.5	97.6			80-83	95.1
22-23	63.4	90.2			76-79	83.7
20-21	39.8	79.7	100.0	100.0	72-75	74.0
18-19	17.1	69.9	98.4	70.7	68-71	65.9
16-17	11.4	59.3	88.6	43.9	64-67	56.1
14-15	6.5	45.5	77.2	22.0	60-63	48.0
12-13	5.7	32.5	55.3	14.6	56-59	32.5
10-11	3.3	22.0	30.9	3.3	52-55	25.2
8- 9	2.4	14.6	16.3	0.8	48-51	18.7
6- 7	0.0	7.3	4.9	0.0	44-47	11.4
4- 5		4.1	2.4		40-43	7.3
2- 3		1.6	0.0		36-39	5.7
0- 1		0.0			32-35	3.3
					28-31	2.4
					24-27	0.8
					20-23	0.8
					16-19	0.0
					12-15	
					8-11	
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	19.95	14.04	11.01	15.43	Mean	60.43
Standard Deviation	4.01	5.71	3.41	2.96	Standard Deviation	13.93

TABLE E-19

Distributions of Scores on the Preschool Inventory: Age Category — 60-65 Months

(N = 102)

					Total Scale	
Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Score	Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	100.0	100.0			84-87	100.0
24-25	95.1	99.0			80-83	99.0
22-23	86.3	98.0			76-79	97.1
20-21	69.6	94.1		100.0	72-75	96.1
18-19	44.1	91.2	100.0	95.1	68-71	91.2
16-17	28.4	87.3	98.0	77.5	64-67	87.3
14-15	16.7	82.4	90.2	52.0	60-63	84.3
12-13	8.8	72.5	80.4	34.3	56-59	69.6
10-11	3.9	55.9	59.8	22.5	52-55	57.8
8- 9	2.0	38.2	35.3	12.7	48-51	50.0
6- 7	1.0	23.5	15.7	2.9	44-47	35.3
4- 5	1.0	9.8	7.8	0.0	40-43	23.5
2- 3	0.0	3.9	1.0		36-39	16.7
0- 1		0.0	0.0		32-35	12.7
					28-31	6.9
					24-27	3.9
					20-23	2.9
					16-19	1.0
					12-15	1.0
					8-11	0.0
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	17.32	9.38	8.68	12.60	Mean	47.98
Standard Deviation	4.08	5.05	3.42	3.60	Standard Deviation	13.52

TABLE E-20

Distributions of Scores on the Preschool Inventory: Age Category — Older than 65 Months

(N = 257)

					Total Scale	
Score	Subscale 1: Personal-Social Responsiveness	Subscale 2: Associative Vocabulary	Subscale 3: Concept Activation-Numerical	Subscale 4: Concept Activation-Sensory	Total Score	Per Cent of Children Scoring Below the Specified Score Interval
	(Per Cent of Children Scoring Below the Specified Score Interval)					
26-27	98.8	99.6			84-87	99.2
24-25	83.3	98.8			80-83	97.3
22-23	62.6	94.6			76-79	89.1
20-21	43.2	91.1	100.0	100.0	72-75	83.3
18-19	24.5	84.4	99.2	75.5	68-71	77.0
16-17	14.8	71.6	90.3	46.3	64-67	64.6
14-15	6.2	60.3	77.8	24.9	60-63	51.4
12-13	4.7	44.7	54.5	16.7	56-59	39.3
10-11	1.2	28.0	33.9	7.0	52-55	30.0
8- 9	0.8	19.1	19.5	2.3	48-51	21.4
6- 7	0.0	8.9	8.2	0.8	44-47	16.3
4- 5		4.7	2.7	0.8	40-43	8.6
2- 3		1.6	0.0	0.4	36-39	6.2
0- 1		0.0		0.0	32-35	4.3
					28-31	1.2
					24-27	0.4
					20-23	0.0
					16-19	
					12-15	
					8-11	
Possible Score Range	0-26	0-26	0-19	0-19	Possible Score Range	0-90
Mean	19.64	12.38	10.81	15.02	Mean	57.86
Standard Deviation	3.93	5.16	3.56	3.25	Standard Deviation	13.42

TABLE E-21

Distributions of Scores on the Project Head Start Behavior Inventory: Boys

(N = 214)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
	(Per Cent of Children Scoring Below the Specified Score Interval)									
32-33	97.2		97.7		98.1					32-33
30-31	87.4		90.2		89.3					30-31
28-29	71.0		79.0		71.5					28-29
26-27	53.3	100.0	66.8		54.2					26-27
24-25	40.7	99.5	53.7		37.9			100.0		24-25
22-23	32.2	99.1	44.9		23.8			96.7		22-23
20-21	20.6	93.0	29.4		18.7			77.1		20-21
18-19	14.0	71.0	20.6	100.0	11.2	100.0	100.0	54.2		18-19
16-17	8.4	38.3	13.1	97.7	7.9	92.5	96.3	34.6		16-17
14-15	5.6	16.4	8.4	87.9	4.2	71.0	70.6	21.5		14-15
12-13	1.4	5.1	5.6	65.0	3.3	35.0	38.8	10.7		12-13
10-11	0.5	1.4	0.9	35.5	0.0	15.9	13.6	5.1	100.00	10-11
8- 9	0.0	0.5	0.0	18.7		2.8	3.7	2.3	94.4	8- 9
6- 7		0.0		5.6		0.9	1.9	0.0	60.3	6- 7
4- 5				0.0		0.0	0.0		12.1	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	23.88	16.00	22.24	10.27	24.11	12.06	12.03	16.44	5.09	Mean
Standard Deviation	5.23	2.66	5.62	2.87	5.05	2.39	2.35	3.69	1.49	Standard Deviation

TABLE E-22

Distributions of Scores on the Project Head Start Behavior Inventory: Girls
(N = 231)

(Per Cent of Children Scoring Below the Specified Score Interval)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
32-33	95.2		98.3		97.0					32-33
30-31	81.8		90.0		86.6					30-31
28-29	68.0		81.8		76.6					28-29
26-27	54.1		65.8		61.0			100.0		26-27
24-25	41.1	100.0	51.9		39.4			99.6		24-25
22-23	29.0	98.3	39.4		30.3			90.5		22-23
20-21	19.9	90.0	29.9		20.3			73.6		20-21
18-19	10.4	67.1	21.6	100.0	9.5	100.0	100.0	51.5		18-19
16-17	5.6	34.6	15.6	95.7	5.2	92.2	96.1	33.8		16-17
14-15	3.0	16.0	8.7	80.1	3.0	69.3	74.0	17.3		14-15
12-13	1.7	3.9	5.2	56.7	1.7	34.6	43.3	7.4		12-13
10-11	0.0	1.7	1.3	26.4	0.0	14.3	21.6	1.7	100.0	10-11
8- 9		0.0	0.0	9.1		3.5	6.1	0.0	93.5	8- 9
6- 7				1.7		0.4	1.3		64.5	6- 7
4- 5				0.0		0.0	0.0		16.0	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.32	16.16	22.36	11.07	23.91	12.19	11.67	17.00	5.01	Mean
Standard Deviation	5.08	2.66	5.70	2.60	4.85	2.37	2.58	3.49	1.55	Standard Deviation

TABLE E-23

Distributions of Scores on the Project Head Start Behavior Inventory: Urban

(N = 191)

(Per Cent of Children Scoring Below the Specified Score Interval)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
32-33	95.8		97.9		97.4					32-33
30-31	87.4		88.5		88.5					30-31
28-29	71.2		78.5		77.5					28-29
26-27	57.6	100.0	66.0		59.7					26-27
24-25	42.9	99.5	52.9		38.7			100.0		24-25
22-23	31.4	97.4	44.0		29.3			95.8		22-23
20-21	21.5	90.1	30.9		19.4			77.0		20-21
18-19	12.0	64.9	24.1	100.0	9.9	100.0	100.0	52.9		18-19
16-17	6.3	36.1	16.2	96.9	5.2	93.2	94.8	33.5		16-17
14-15	3.1	15.7	9.9	84.8	2.1	67.0	70.2	18.3		14-15
12-13	2.1	5.2	6.8	58.1	1.0	31.9	35.6	7.3		12-13
10-11	0.0	1.0	1.0	29.8	0.0	12.6	16.8	2.6	100.0	10-11
8- 9		0.5	0.0	12.6		2.1	5.2	1.0	92.7	8- 9
6- 7		0.0		4.7		0.0	1.6	0.0	62.8	6- 7
4- 5				0.0			0.0		16.2	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	23.92	16.20	22.18	10.75	23.92	12.30	12.03	16.76	5.03	Mean
Standard Deviation	5.06	2.76	5.94	2.69	4.67	2.26	2.50	3.40	1.57	Standard Deviation

TABLE E-24

Distributions of Scores on the Project Head Start Behavior Inventory: Non-Urban

(N = 254)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
	(Per Cent of Children Scoring Below the Specified Score Interval)									
32-33	96.5		98.0		97.6					32-33
30-31	82.3		91.3		87.4					30-31
28-29	68.1		81.9		71.7					28-29
26-27	50.8		66.5		56.3			100.0		26-27
24-25	39.4	100.0	52.8		38.6			99.1		24-25
22-23	29.9	99.6	40.6		25.6			91.7		22-23
20-21	19.3	92.5	28.7		19.7			74.0		20-21
18-19	12.2	72.0	18.9	100.0	10.6	100.0	100.0	52.8		18-19
16-17	7.5	36.6	13.0	96.5	7.5	91.7	97.2	34.6		16-17
14-15	5.1	16.5	7.5	83.1	4.7	72.4	74.0	20.1		14-15
12-13	1.2	3.9	4.3	62.6	3.5	37.0	45.3	10.2		12-13
10-11	0.4	2.0	1.2	31.5	0.0	16.9	18.5	3.9	100.0	10-11
8- 9	0.0	0.0	0.0	14.6		3.9	4.7	1.2	94.9	8- 9
6- 7				2.8		1.2	1.6	0.0	62.2	6- 7
4- 5				0.0		0.0	0.0		12.6	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.26	16.00	22.39	10.64	24.07	12.00	11.70	16.70	5.07	Mean
Standard Deviation	5.22	2.59	5.45	2.82	5.15	2.46	2.45	3.74	1.49	Standard Deviation

TABLE E-25

Distributions of Scores on the Project Head Start Behavior Inventory: Northeast

(N = 143)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
	(Per Cent of Children Scoring Below the Specified Score Interval)									
32-33	95.1		97.2		97.9					32-33
30-31	88.1		90.9		88.8					30-31
28-29	74.8		80.4		81.1					28-29
26-27	55.2	100.0	70.6		62.2					26-27
24-25	42.0	99.3	53.8		42.0			100.0		24-25
22-23	30.8	98.6	41.3		32.2			96.5		22-23
20-21	21.0	94.4	25.9		25.9			78.3		20-21
18-19	13.3	68.5	18.2	100.0	13.3	100.0	100.0	53.1		18-19
16-17	7.0	32.9	14.7	97.9	9.8	94.4	95.1	32.9		16-17
14-15	4.2	13.3	8.4	82.5	7.0	74.8	72.7	18.2		14-15
12-13	2.1	2.1	5.6	60.8	4.2	32.9	44.1	10.5		12-13
10-11	0.7	0.7	0.7	28.7	0.0	15.4	18.2	2.8	100.0	10-11
8- 9	0.0	0.7	0.0	11.2		2.8	5.6	1.4	95.1	8- 9
6- 7		0.0		3.5		0.7	2.1	0.0	65.0	6- 7
4- 5				0.0		0.0	0.0		12.6	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	23.79	16.23	22.27	10.69	23.21	12.01	11.73	16.62	5.05	Mean
Standard Deviation	5.11	2.46	5.53	2.71	5.31	2.27	2.60	3.43	1.45	Standard Deviation

TABLE E-26

Distributions of Scores on the Project Head Start Behavior Inventory: South

(N = 194)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
			(Per Cent of Children Scoring Below the Specified Score Interval)							
32-33	96.9		99.5		97.4					32-33
30-31	83.0		87.6		87.1					30-31
28-29	65.5		77.8		69.6					28-29
26-27	51.5		62.9		55.2			100.0		26-27
24-25	39.7	100.0	51.5		37.1			99.5		24-25
22-23	29.9	99.5	40.7		23.7			92.3		22-23
20-21	20.6	90.2	32.0		16.0			72.2		20-21
18-19	12.4	69.6	21.6	100.0	8.8	100.0	100.0	52.1		18-19
16-17	6.7	36.1	13.9	95.4	5.7	93.3	96.9	35.6		16-17
14-15	4.1	18.6	7.7	82.5	1.5	69.6	75.3	20.6		14-15
12-13	1.5	6.2	5.2	58.8	1.0	37.1	41.8	7.2		12-13
10-11	0.0	2.6	1.0	32.0	0.0	14.9	19.6	3.1	100.0	10-11
8- 9		0.0	0.0	14.4		4.1	3.6	0.5	95.4	8- 9
6- 7				3.1		1.0	0.5	0.0	62.9	6- 7
4- 5				0.0		0.0	0.0		15.5	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.29	15.98	22.52	10.79	24.47	12.10	11.76	16.84	4.99	Mean
Standard Deviation	5.16	2.75	5.75	2.86	4.70	2.45	2.39	3.69	1.54	Standard Deviation

TABLE E-27

Distributions of Scores on the Project Head Start Behavior Inventory: Negro

(N = 279)

(Per Cent of Children Scoring Below the Specified Score Interval)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
32-33	95.7		98.2		97.5					32-33
30-31	84.6		88.9		86.7					30-31
28-29	68.5		79.2		73.1					28-29
26-27	53.4	100.0	63.1		57.0			100.0		26-27
24-25	41.6	99.6	53.4		41.6			99.6		24-25
22-23	31.5	98.6	42.3		29.4			93.5		22-23
20-21	19.7	91.0	31.5		21.1			74.6		20-21
18-19	11.5	67.7	22.9	100.0	11.5	100.0	100.0	52.7		18-19
16-17	7.5	36.6	14.0	96.4	7.2	91.4	96.1	34.1		16-17
14-15	5.0	16.5	9.3	82.8	3.2	70.3	73.1	19.4		14-15
12-13	2.2	4.3	6.5	59.5	2.2	36.2	40.5	10.0		12-13
10-11	0.4	1.4	1.4	29.7	0.0	15.4	19.0	4.7	100.0	10-11
8- 9	0.0	0.4	0.0	14.0		3.2	5.0	1.8	94.3	8- 9
6- 7		0.0		4.7		0.7	1.1	0.0	62.4	6- 7
4- 5				0.0		0.0	0.0		14.0	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.08	16.11	22.34	10.74	23.90	12.11	11.81	16.71	5.08	Mean
Standard Deviation	5.25	2.68	5.82	2.83	5.04	2.44	2.49	3.72	1.50	Standard Deviation

TABLE E-28

Distributions of Scores on the Project Head Start Behavior Inventory: Caucasian

(N = 123)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
	(Per Cent of Children Scoring Below the Specified Score Interval)									
32-33	97.6		98.4		96.7					32-33
30-31	82.1		92.7		88.6					30-31
28-29	68.3		81.3		73.2					28-29
26-27	53.7		71.5		58.5					26-27
24-25	39.0	100.0	51.2		34.1			100.0		24-25
22-23	28.5	99.2	39.8		24.4			93.5		22-23
20-21	22.0	93.5	24.4		20.3			74.8		20-21
18-19	13.0	74.8	17.1	100.0	8.9	100.0	100.0	52.0		18-19
16-17	4.9	32.5	14.6	96.7	5.7	95.1	97.6	33.3		16-17
14-15	2.4	13.8	8.1	84.6	4.1	69.9	73.2	17.9		14-15
12-13	0.8	5.7	4.1	61.0	4.1	32.5	47.2	8.1		12-13
10-11	0.0	2.4	0.8	29.3	0.0	17.1	17.9	1.6	100.0	10-11
8- 9		0.0	0.0	13.8		4.1	5.7	0.0	94.3	8- 9
6- 7				0.8		0.6	3.3		64.2	6- 7
4- 5				0.0		0.0	0.0		14.6	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.28	16.06	22.31	10.73	24.20	12.11	11.64	16.79	4.93	Mean
Standard Deviation	4.99	2.58	5.42	2.61	5.03	2.37	2.54	3.39	1.53	Standard Deviation

TABLE E-29

Distributions of Scores on the Project Head Start Behavior Inventory: Age Category — 60-65 Months

(N - 102)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
	(Per Cent of Children Scoring Below the Specified Score Interval)									
32-33	95.1		95.1		97.1					32-33
30-31	85.3		88.2		88.2					30-31
28-29	65.7		74.5		76.5					28-29
26-27	44.1	100.0	58.8		59.8					26-27
24-25	34.3	99.0	45.1		40.2			100.0		24-25
22-23	26.5	97.1	33.3		25.5			93.1		22-23
20-21	17.6	91.2	21.6		17.6			76.5		20-21
18-19	7.8	64.7	16.7	100.0	10.8	100.0	100.0	45.1		18-19
16-17	6.9	29.4	12.7	98.0	6.9	95.1	95.1	29.4		16-17
14-15	5.9	15.7	11.8	89.2	4.9	70.6	72.5	15.7		14-15
12-13	2.9	6.9	7.8	59.8	2.0	28.4	38.2	7.8		12-13
10-11	0.0	2.9	1.0	24.5	0.0	11.8	12.7	4.9	100.0	10-11
8- 9		1.0	0.0	9.8		3.9	2.9	2.0	91.2	8- 9
6- 7		0.0		3.9		0.0	2.0	0.0	62.7	6- 7
4- 5				0.0			0.0		16.7	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.65	16.25	23.12	10.78	23.93	12.28	12.07	17.04	5.05	Mean
Standard Deviation	5.17	2.94	5.95	2.49	4.87	2.18	2.38	3.57	1.60	Standard Deviation

TABLE E-30

Distributions of Scores on the Project Head Start Behavior Inventory: Age Category — Older than 65 Months

(N = 257)

Score	Subscale 1: Sociability	Subscale 2: Independence	Subscale 3: Curiosity	Subscale 4: Persistence	Subscale 5: Emotionality	Subscale 6: Self-Confidence	Subscale 7: Jealousy	Subscale 8: Achievement	Subscale 9: Leadership	Score
	(Per Cent of Children Scoring Below the Specified Score Interval)									
32-33	96.1		98.8		97.3					32-33
30-31	83.3		89.5		86.4					30-31
28-29	68.1		80.2		70.8					28-29
26-27	54.1		65.8		54.5			100.0		26-27
24-25	40.1	100.0	53.3		35.0			99.6		24-25
22-23	29.6	99.2	42.0		24.5			93.4		22-23
20-21	20.6	91.4	30.4		18.7			72.4		20-21
18-19	14.0	71.2	21.0	100.0	9.3	100.0	100.0	53.7		18-19
16-17	6.6	36.6	14.4	95.3	5.8	91.4	96.9	35.0		16-17
14-15	3.1	15.2	7.0	80.5	2.7	70.4	72.4	20.2		14-15
12-13	0.8	4.7	3.9	57.6	1.9	36.2	42.0	8.2		12-13
10-11	0.4	1.6	1.2	33.9	0.0	14.8	20.6	3.1	100.0	10-11
8- 9	0.0	0.0	0.0	14.4		3.1	5.1	1.2	94.6	8- 9
6- 7				3.1		1.2	1.2	0.0	59.9	6- 7
4- 5				0.0		0.0	0.0		12.5	4- 5
2- 3									0.0	2- 3
Possible Score Range	8-32	6-24	8-32	4-16	8-32	4-16	4-16	6-24	2-8	Possible Score Range
Mean	24.23	16.08	22.35	10.79	24.39	12.10	11.74	16.74	5.11	Mean
Standard Deviation	5.12	2.58	5.59	2.92	4.91	2.45	2.51	3.65	1.50	Standard Deviation

TABLE E-31

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Boys

(N = 214)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.66	.68	.67	.64	.64	.77	.35	.30	.36	.32	.36	.26	.19	.31	.17
IQ			.41	.40	.30	.36	.44	.30	.19	.27	.26	.25	.18	.19	.26	.14
Preschool Inventory																
PI-S1				.71	.65	.62	.88	.34	.22	.35	.30	.29	.26	.12	.30	.19
PI-S2					.65	.59	.89	.30	.26	.33	.30	.24	.26	.21	.31	.23
PI-S3						.63	.84	.33	.27	.34	.28	.30	.31	.22	.30	.28
PI-S4							.81	.25	.21	.25	.25	.20	.16	.16	.24	.17
PI-TOT								.36	.28	.38	.33	.30	.29	.21	.34	.26
Project Head Start Behavior Inventory																
BI-S1									.23	.80	.53	.65	.65	.38	.75	.40
BI-S2										.47	.21	.07	.36	.02	.35	.29
BI-S3											.41	.47	.62	.16	.70	.52
BI-S4												.55	.48	.50	.67	.33
BI-S5													.71	.61	.53	.24
BI-S6														.43	.62	.29
BI-S7															.35	.06
BI-S8																.40
BI-S9																

TABLE E-32

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Girls

(N = 231)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.66	.67	.70	.64	.64	.77	.24	.16	.25	.26	.15	.16	.04	.24	.12
IQ			.40	.48	.41	.30	.47	.18	.25	.25	.20	.08	.19	.06	.23	.11
Preschool Inventory																
PI-S1				.69	.67	.68	.88	.29	.13	.28	.33	.23	.25	.09	.29	.13
PI-S2					.58	.62	.87	.27	.20	.29	.28	.14	.18	.05	.29	.15
PI-S3						.70	.84	.17	.09	.15	.23	.17	.17	.05	.19	.10
PI-S4							.86	.22	.05	.20	.28	.17	.12	.05	.18	.08
PI-TCT								.28	.14	.28	.32	.20	.21	.07	.28	.14
Project Head Start Behavior Inventory																
BI-S1									.18	.80	.54	.61	.53	.33	.75	.47
BI-S2										.44	.36	.11	.43	.02	.43	.27
BI-S3											.51	.46	.56	.18	.76	.52
BI-S4												.58	.60	.52	.68	.31
BI-S5													.69	.61	.53	.26
BI-S6														.44	.57	.30
BI-S7															.36	.11
BI-S8																.49
BI-S9																

TABLE E-33

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory,
and the Project Head Start Behavior Inventory: Urban
(N = 191)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.68	.66	.69	.63	.59	.76	.18	.28	.25	.25	.10	.18	.03	.25	.14
IQ			.47	.50	.43	.39	.53	.18	.20	.24	.22	.12	.21	.09	.21	.10
Preschool Inventory																
PI-S1				.71	.66	.57	.87	.30	.22	.33	.35	.26	.30	.09	.37	.17
PI-S2					.68	.56	.88	.24	.27	.32	.33	.17	.24	.11	.37	.28
PI-S3						.63	.86	.20	.20	.25	.25	.16	.21	.14	.27	.24
PI-S4							.79	.20	.17	.23	.24	.11	.16	.08	.23	.13
PI-TOT								.28	.25	.33	.35	.21	.27	.12	.37	.24
Project Head Start Behavior Inventory																
BI-S1									.23	.81	.4[illegible]	.59	.55	.38	.72	.45
BI-S2										.48	.3[illegible]	.09	.47	.07	.47	.28
BI-S3											.3[illegible]	.43	.57	.15	.72	.51
BI-S4												.50	.51	.40	.62	.25
BI-S5													.66	.62	.52	.20
BI-S6														.42	.58	.22
BI-S7															.32	.01
BI-S8																.40
BI-S9																

TABLE E-34

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Non-Urban

(N = 254)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.64	.67	.66	.62	.66	.77	.37	.21	.34	.34	.35	.25	.18	.30	.15
IQ			.36	.40	.29	.27	.39	.28	.24	.27	.24	.21	.17	.15	.26	.14
Preschool Inventory																
PI-S1				.69	.65	.70	.89	.33	.14	.31	.30	.26	.25	.13	.26	.15
PI-S2					.55	.61	.87	.31	.22	.31	.28	.20	.25	.17	.26	.13
PI-S3						.67	.81	.29	.17	.24	.27	.29	.29	.15	.24	.14
PI-S4							.85	.27	.11	.22	.32	.23	.15	.14	.22	.11
PI-TOT								.35	.20	.32	.34	.28	.27	.17	.29	.16
Project Head Start Behavior Inventory																
BI-S1									.19	.80	.61	.65	.62	.33	.77	.43
BI-S2										.44	.26	.10	.34	.05	.34	.28
BI-S3											.54	.49	.61	.19	.74	.58
BI-S4												.59	.56	.56	.71	.35
BI-S5													.72	.61	.53	.29
BI-S6														.44	.60	.35
BI-S7															.36	.17
BI-S8																.47
BI-S9																

TABLE E-35

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Northeast

(N = 143)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.81	.59	.60	.58	.64	.71	.28	.20	.24	.28	.19	.12	.06	.28	.16
IQ			.48	.50	.47	.45	.57	.27	.13	.23	.23	.20	.15	.12	.26	.15
Preschool Inventory																
PI-S1				.63	.65	.66	.86	.32	.08	.29	.28	.16	.20	.11	.33	.19
PI-S2					.57	.60	.86	.27	.19	.29	.20	.08	.15	.14	.29	.21
PI-S3						.66	.83	.21	.14	.20	.27	.10	.07	.04	.28	.26
PI-S4							.84	.26	.10	.22	.25	.06	.08	.05	.30	.15
PI-TOT								.31	.15	.30	.29	.12	.15	.11	.35	.24
Project Head Start Behavior Inventory																
BI-S1									.14	.76	.48	.60	.55	.36	.72	.39
BI-S2										.37	.35	.08	.39	.04	.39	.29
BI-S3											.39	.38	.53	.11	.68	.53
BI-S4												.51	.53	.49	.75	.28
BI-S5													.69	.65	.48	.18
BI-S6														.44	.51	.19
BI-S7															.39	.04
BI-S8																.39
BI-S9																

TABLE E-36

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: South

(N = 194)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.72	.69	.72	.65	.62	.78	.30	.26	.36	.32	.26	.27	.15	.28	.11
IQ			.42	.46	.38	.36	.48	.19	.25	.24	.22	.18	.20	.15	.18	.07
Preschool Inventory																
PI-S1				.75	.67	.65	.89	.30	.25	.33	.37	.35	.30	.17	.29	.13
PI-S2					.64	.59	.89	.31	.27	.37	.38	.25	.27	.15	.30	.15
PI-S3						.63	.84	.26	.19	.29	.29	.24	.31	.18	.20	.15
PI-S4							.82	.23	.10	.23	.28	.17	.13	.12	.15	.05
PI-TOT								.33	.24	.36	.39	.30	.30	.18	.28	.14
Project Head Start Behavior Inventory																
BI-S1									.21	.80	.60	.63	.60	.26	.79	.44
BI-S2										.50	.27	.09	.40	.02	.37	.30
BI-S3											.55	.51	.62	.12	.75	.52
BI-S4												.62	.64	.49	.68	.33
BI-S5													.72	.53	.58	.25
BI-S6														.40	.66	.31
BI-S7															.27	.08
BI-S8																.44
BI-S9																

TABLE E-37

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory,
and the Project Head Start Behavior Inventory: Negro
(N = 279)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.55	.67	.66	.66	.65	.77	.31	.22	.30	.30	.24	.23	.10	.27	.09
IQ			.32	.34	.32	.25	.36	.24	.24	.25	.19	.15	.22	.15	.24	.06
Preschool Inventory																
PI-S1				.69	.68	.66	.89	.36	.16	.33	.31	.26	.27	.11	.30	.13
PI-S2					.62	.56	.85	.36	.23	.39	.34	.21	.25	.12	.34	.18
PI-S3						.67	.86	.28	.16	.26	.27	.19	.23	.13	.25	.15
PI-S4							.83	.26	.11	.24	.28	.16	.13	.08	.22	.10
PI-TOT								.36	.20	.36	.35	.24	.26	.13	.33	.17
Project Head Start Behavior Inventory																
BI-S1									.24	.81	.56	.64	.64	.36	.77	.36
BI-S2										.46	.28	.07	.37	.02	.40	.22
BI-S3											.46	.48	.59	.18	.76	.43
BI-S4												.57	.58	.46	.67	.24
BI-S5													.71	.61	.55	.17
BI-S6														.45	.63	.21
BI-S7															.35	.00
BI-S8																.37
BI-S9																

TABLE E-38

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Caucasian

(N = 123)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.77	.62	.61	.57	.61	.70	.33	.26	.37	.33	.35	.24	.24	.29	.22
IQ			.43	.39	.34	.36	.44	.30	.24	.37	.36	.27	.21	.19	.28	.28
Preschool Inventory																
PI-S1				.71	.62	.67	.87	.30	.17	.32	.35	.34	.32	.24	.34	.24
PI-S2					.60	.69	.91	.24	.24	.28	.27	.23	.29	.30	.27	.23
PI-S3						.63	.80	.25	.22	.25	.22	.38	.33	.22	.21	.27
PI-S4							.84	.20	.17	.17	.31	.30	.22	.28	.21	.14
PI-TOT								.29	.24	.31	.33	.35	.34	.31	.31	.26
Project Head Start Behavior Inventory																
BI-S1									.14	.78	.52	.60	.52	.30	.72	.58
BI-S2										.46	.28	.15	.43	.05	.36	.39
BI-S3											.51	.48	.58	.13	.70	.70
BI-S4												.54	.45	.59	.70	.44
BI-S5													.68	.60	.48	.47
BI-S6														.37	.52	.49
BI-S7															.33	.24
BI-S8																.55
BI-S9																

TABLE E-39

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Age Category — 60-65 Months

(N = 102)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.96	.58	.60	.58	.58	.70	.35	.21	.29	.31	.28	.20	.10	.23	.14
IQ			.58	.59	.57	.57	.69	.34	.18	.28	.31	.28	.18	.13	.23	.09
Preschool Inventory																
PI-S1				.58	.67	.62	.85	.40	.15	.35	.37	.42	.40	.20	.42	.23
PI-S2					.53	.56	.83	.30	.16	.29	.31	.21	.24	.22	.29	.24
PI-S3						.68	.83	.32	.22	.32	.33	.31	.31	.16	.35	.28
PI-S4							.83	.23	.16	.20	.28	.19	.20	.09	.21	.17
PI-TOT								.37	.20	.35	.38	.34	.34	.21	.38	.27
Project Head Start Behavior Inventory																
BI-S1									.27	.82	.44	.70	.59	.40	.74	.45
BI-S2										.55	.28	.04	.42	.08	.48	.33
BI-S3											.33	.49	.59	.17	.70	.57
BI-S4												.50	.37	.33	.67	.38
BI-S5													.70	.61	.56	.38
BI-S6														.50	.61	.33
BI-S7															.41	.10
BI-S8																.47
BI-S9																

TABLE E-40

Intercorrelations Among Scores on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory: Age Category — Older than 65 Months

(N = 257)

	Stanford-Binet		Preschool Inventory					Project Head Start Behavior Inventory								
	MA	IQ	PI-S1	PI-S2	PI-S3	PI-S4	PI-TOT	BI-S1	BI-S2	BI-S3	BI-S4	BI-S5	BI-S6	BI-S7	BI-S8	BI-S9
Stanford-Binet																
MA		.88	.67	.67	.59	.56	.75	.31	.29	.35	.32	.24	.27	.15	.35	.16
IQ			.60	.63	.52	.50	.68	.29	.28	.32	.29	.22	.25	.14	.31	.19
Preschool Inventory																
PI-S1				.70	.64	.58	.87	.33	.27	.35	.35	.28	.29	.12	.31	.15
PI-S2					.60	.54	.88	.29	.29	.34	.33	.20	.27	.12	.32	.17
PI-S3						.59	.82	.28	.20	.27	.26	.26	.30	.21	.24	.19
PI-S4							.78	.29	.16	.26	.30	.20	.18	.19	.27	.14
PI-TOT								.35	.28	.37	.37	.28	.31	.18	.35	.19
Project Head Start Behavior Inventory																
BI-S1									.14	.78	.56	.64	.59	.33	.75	.44
BI-S2										.42	.29	.05	.35	.00	.33	.32
BI-S3											.52	.49	.60	.17	.72	.50
BI-S4												.59	.60	.53	.69	.31
BI-S5													.72	.62	.56	.25
BI-S6														.44	.60	.31
BI-S7															.32	.12
BI-S8																.44
BI-S9																

APPENDIX F

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for the 59 Subsamples Containing 50 or More Cases

TABLE F-1

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Boys (N = 214) Mean	Boys (N = 214) Standard Deviation	Girls (N = 231) Mean	Girls (N = 231) Standard Deviation	Urban Boys (N = 84) Mean	Urban Boys (N = 84) Standard Deviation	Urban Girls (N = 107) Mean	Urban Girls (N = 107) Standard Deviation
Stanford-Binet								
Mental Age	59.78	9.70	60.75	9.41	57.08	8.84	59.82	9.40
I.Q.	88.32	15.87	88.54	13.51	85.92	14.10	88.91	14.88
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	18.34	4.38	18.65	4.07	17.49	4.57	18.07	4.21
Subscale 2: Associative Vocabulary	10.89	5.67	10.87	5.03	9.18	5.43	9.91	4.56
Subscale 3: Concept Activation-Numerical	9.65	3.87	9.75	3.60	8.88	4.06	8.93	3.61
Subscale 4: Concept Activation-Sensory	13.50	3.81	13.92	3.72	12.51	4.04	13.14	3.60
Total Scale	52.37	15.23	53.19	14.15	48.06	15.53	50.06	13.56
Project Head Start Behavior Inventory								
Subscale 1: Sociability	23.88	5.23	24.32	5.08	23.93	4.54	23.91	5.46
Subscale 2: Independence	16.00	2.66	16.16	2.66	15.89	3.04	16.44	2.50
Subscale 3: Curiosity	22.24	5.62	22.35	5.70	21.88	5.56	22.41	6.23
Subscale 4: Persistence	10.27	2.87	11.07	2.60	10.17	2.90	11.21	2.43
Subscale 5: Emotionality	24.11	5.05	23.91	4.85	24.13	4.32	23.76	4.95
Subscale 6: Self-Confidence	12.06	2.39	12.19	2.37	12.15	2.28	12.41	2.25
Subscale 7: Jealousy	12.03	2.35	11.67	2.58	12.20	2.38	11.89	2.59
Subscale 8: Achievement	16.44	3.69	17.00	3.49	16.43	3.33	17.03	3.45
Subscale 9: Leadership	5.09	1.49	5.01	1.55	4.93	1.54	5.10	1.59

TABLE F-2

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Urban Children (N = 191) Mean	Urban Children (N = 191) Standard Deviation	Non-Urban Boys (N = 130) Mean	Non-Urban Boys (N = 130) Standard Deviation	Non-Urban Girls (N = 124) Mean	Non-Urban Girls (N = 124) Standard Deviation	Non-Urban Children (N = 254) Mean	Non-Urban Children (N = 254) Standard Deviation
Stanford-Binet								
Mental Age	58.62	9.23	61.52	9.86	61.56	9.38	61.54	9.61
I.Q.	87.59	14.58	89.87	16.79	88.23	12.25	89.07	14.74
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	17.82	4.37	18.88	4.18	19.15	3.90	19.02	4.04
Subscale 2: Associative Vocabulary	9.59	4.96	11.99	5.56	11.69	5.28	11.85	5.42
Subscale 3: Concept Activation--Numerical	8.91	3.80	10.15	3.67	10.45	3.45	10.30	3.56
Subscale 4: Concept Activation--Sensory	12.86	3.81	14.13	3.52	14.60	3.70	14.36	3.61
Total Scale	49.18	14.46	55.16	14.41	55.90	14.14	55.52	14.25
Project Head Start Behavior Inventory								
Subscale 1: Sociability	23.92	5.06	23.85	5.65	24.68	4.71	24.26	5.22
Subscale 2: Independence	16.20	2.76	16.08	2.39	15.93	2.78	16.00	2.59
Subscale 3: Curiosity	22.18	5.94	22.48	5.67	22.31	5.23	22.39	5.45
Subscale 4: Persistence	10.75	2.69	10.34	2.86	10.95	2.75	10.64	2.82
Subscale 5: Emotionality	23.92	4.67	24.09	5.49	24.05	4.78	24.07	5.15
Subscale 6: Self-Confidence	12.30	2.26	12.00	2.47	12.01	2.46	12.00	2.46
Subscale 7: Jealousy	12.03	2.50	11.92	2.34	11.48	2.56	11.70	2.45
Subscale 8: Achievement	16.76	3.40	16.45	3.91	16.98	3.54	16.70	3.74
Subscale 9: Leadership	5.03	1.57	5.20	1.45	4.93	1.52	5.07	1.49

TABLE F-3

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Midwestern Children (N = 66) Mean	Midwestern Children (N = 66) Standard Deviation	Northeastern Boys (N = 78) Mean	Northeastern Boys (N = 78) Standard Deviation	Northeastern Girls (N = 65) Mean	Northeastern Girls (N = 65) Standard Deviation	Urban Northeasterners (N = 68) Mean	Urban Northeasterners (N = 68) Standard Deviation
Stanford-Binet								
Mental Age	57.71	9.01	59.15	10.13	59.18	8.82	59.63	9.61
I.Q.	89.42	13.54	90.15	18.09	89.69	14.85	89.01	16.42
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	16.83	4.35	16.22	4.72	18.74	3.28	18.57	4.36
Subscale 2: Associative Vocabulary	7.77	4.89	11.45	6.21	10.88	4.75	10.76	5.20
Subscale 3: Concept Activation--Numerical	8.35	3.69	8.65	3.89	9.29	3.29	9.10	3.83
Subscale 4: Concept Activation--Sensory	12.62	4.06	13.04	3.59	13.45	3.43	13.41	3.58
Total Scale	45.58	15.06	51.36	15.86	52.35	12.29	51.85	14.84
Project Head Start Behavior Inventory								
Subscale 1: Sociability	23.83	5.64	23.59	5.36	24.03	4.83	23.57	4.93
Subscale 2: Independence	15.91	2.79	15.95	2.59	16.57	2.26	16.41	2.65
Subscale 3: Curiosity	21.56	6.09	22.03	5.68	22.55	5.39	22.04	5.88
Subscale 4: Persistence	10.50	2.90	10.35	2.98	11.11	2.32	10.82	2.60
Subscale 5: Emotionality	23.95	5.02	23.36	5.32	23.03	5.35	23.35	5.19
Subscale 6: Self-Confidence	12.14	2.42	11.65	2.40	12.45	2.03	12.34	2.20
Subscale 7: Jealousy	11.92	2.78	12.10	2.47	11.29	2.70	11.65	2.69
Subscale 8: Achievement	16.21	4.02	16.46	3.69	16.80	3.10	16.79	3.23
Subscale 9: Leadership	5.17	1.68	5.05	1.48	5.05	1.43	4.91	1.52

TABLE F-4

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Non-Urban Northeasterners (N = 75) Mean	Non-Urban Northeasterners (N = 75) Standard Deviation	Northeastern Children (N = 143) Mean	Northeastern Children (N = 143) Standard Deviation	Southern Boys (N = 85) Mean	Southern Boys (N = 85) Standard Deviation	Southern Girls (N = 109) Mean	Southern Girls (N = 109) Standard Deviation
Stanford-Binet								
Mental Age	58.75	9.49	59.17	9.52	62.93	9.27	63.23	9.20
I.Q.	90.79	16.91	89.94	16.64	86.20	14.81	87.52	12.30
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	18.35	3.93	18.45	4.12	19.68	3.84	19.39	4.11
Subscale 2: Associative Vocabulary	11.57	5.92	11.19	5.58	12.16	5.15	12.04	4.97
Subscale 3: Concept Activation--Numerical	8.80	3.46	8.94	3.63	11.04	3.65	10.39	3.75
Subscale 4: Concept Activation--Sensory	13.05	3.46	13.22	3.51	14.48	3.69	14.68	3.70
Total Scale	51.77	13.91	51.81	14.31	57.36	13.80	56.50	14.46
Project Head Start Behavior Inventory								
Subscale 1: Sociability	23.99	5.30	23.79	5.11	24.01	5.47	24.51	4.92
Subscale 2: Independence	16.07	2.28	16.23	2.46	16.06	2.69	15.92	2.81
Subscale 3: Curiosity	22.47	5.23	22.27	5.53	22.61	5.74	22.45	5.79
Subscale 4: Persistence	10.57	2.83	10.69	2.71	10.24	2.92	11.23	2.75
Subscale 5: Emotionality	23.08	5.46	23.21	5.31	24.47	5.11	24.47	4.37
Subscale 6: Self-Confidence	11.72	2.30	12.01	2.27	12.16	2.40	12.05	2.49
Subscale 7: Jealousy	11.81	2.53	11.73	2.60	11.81	2.33	11.72	2.45
Subscale 8: Achievement	16.45	3.61	16.62	3.43	16.40	3.75	17.17	3.63
Subscale 9: Leadership	5.17	1.38	5.05	1.45	5.11	1.47	4.90	1.60

TABLE F-5

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

	Urban Southerners (N = 50)		Non-Urban Southerners (N = 144)		Southern Children (N = 194)		Children of Age 54-59 Months (N = 61)	
Instrument	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Stanford-Binet								
Mental Age	60.48	9.77	64.01	8.86	63.10	9.21	54.43	6.31
I.Q.	84.92	12.99	87.65	13.56	86.94	13.43	89.80	12.21
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	18.82	4.14	19.76	3.92	19.52	3.99	17.03	4.18
Subscale 2: Associative Vocabulary	10.96	4.64	12.49	5.12	12.09	5.04	8.51	4.72
Subscale 3: Concept Activation--Numerical	9.22	4.20	11.18	3.39	10.68	3.71	7.89	3.19
Subscale 4: Concept Activation--Sensory	12.70	4.01	15.25	3.34	14.59	3.68	11.41	3.53
Total Scale	51.70	14.20	58.67	13.72	56.88	14.15	44.84	12.85
Project Head Start Behavior Inventory								
Subscale 1: Sociability	23.54	5.15	24.56	5.15	24.29	5.16	22.97	5.36
Subscale 2: Independence	16.18	3.13	15.91	2.62	15.98	2.75	15.82	2.62
Subscale 3: Curiosity	22.08	6.72	22.67	5.40	22.52	5.75	20.84	5.53
Subscale 4: Persistence	11.16	2.67	10.67	2.93	10.79	2.86	10.26	2.71
Subscale 5: Emotionality	24.48	4.39	24.47	4.82	24.47	4.70	23.28	4.87
Subscale 6: Self-Confidence	12.12	2.50	12.09	2.43	12.10	2.45	12.13	2.49
Subscale 7: Jealousy	12.28	2.34	11.58	2.39	11.76	2.39	11.98	2.42
Subscale 8: Achievement	16.94	3.69	16.80	3.70	16.84	3.69	16.03	3.56
Subscale 9: Leadership	5.00	1.73	4.99	1.48	4.99	1.54	4.80	1.55

TABLE F-6

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

	Girls of Age 60-65 Months (N = 54)		Urban Children of Age 60-65 Months (N = 56)		Children of Age 60-65 Months (N = 102)		Boys of Age 65+ Months (N = 124)	
Instrument	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Stanford-Binet								
Mental Age	58.74	8.07	57.50	9.16	58.55	8.82	62.78	9.12
I.Q.	92.85	13.84	90.79	15.26	92.60	15.49	85.01	14.66
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	17.43	4.02	17.00	4.49	17.32	4.08	19.52	4.15
Subscale 2: Associative Vocabulary	9.15	4.65	8.70	4.88	9.38	5.05	12.40	5.41
Subscale 3: Concept Activation--Numerical	8.76	3.30	8.21	3.48	8.68	3.42	10.97	3.67
Subscale 4: Concept Activation--Sensory	12.57	3.69	12.27	3.54	12.60	3.60	14.71	3.48
Total Scale	47.91	13.40	46.18	14.27	47.98	13.52	57.60	14.08
Project Head Start Behavior Inventory								
Subscale 1: Sociability	24.69	5.45	24.29	5.40	24.65	5.17	23.89	5.45
Subscale 2: Independence	16.48	2.68	16.04	3.22	16.25	2.94	16.34	2.46
Subscale 3: Curiosity	23.35	5.92	22.66	6.27	23.12	5.95	22.40	5.69
Subscale 4: Persistence	11.33	2.15	10.63	2.63	10.78	2.49	10.48	2.98
Subscale 5: Emotionality	24.02	5.03	23.95	4.93	23.93	4.87	24.49	5.13
Subscale 6: Self-Confidence	12.26	2.29	12.36	2.22	12.28	2.18	12.11	2.49
Subscale 7: Jealousy	12.00	2.39	12.25	2.59	12.07	2.38	11.94	2.41
Subscale 8: Achievement	17.43	3.39	16.64	3.68	17.04	3.57	16.49	3.78
Subscale 9: Leadership	5.19	1.65	4.86	1.57	5.05	1.60	5.23	1.47

TABLE F-7

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Girls of Age 65+ Months (N = 133)		Urban Children of Age 65+ Months (N = 84)		Non-Urban Children of Age 65+ Months (N = 173)		Northeastern Children of Age 65+ Months (N = 61)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Stanford-Binet								
Mental Age	63.77	9.31	62.08	9.08	63.88	9.25	61.05	9.26
I.Q.	85.52	13.22	83.69	14.03	86.04	13.83	84.56	15.39
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	19.75	3.72	18.94	4.24	19.98	3.73	19.02	4.04
Subscale 2: Associative Vocabulary	12.36	4.94	11.14	4.88	12.98	5.20	12.21	5.70
Subscale 3: Concept Activation--Numerical	10.67	3.47	10.11	3.80	11.16	3.40	9.72	3.80
Subscale 4: Concept Activation--Sensory	15.32	3.01	14.12	3.67	15.46	2.94	14.46	2.90
Total Scale	58.10	12.81	54.31	13.58	59.58	13.03	55.41	14.07
Project Head Start Behavior Inventory								
Subscale 1: Sociability	24.55	4.80	24.01	4.99	24.34	5.20	23.36	5.18
Subscale 2: Independence	15.84	2.68	16.42	2.69	15.92	2.53	16.39	2.10
Subscale 3: Curiosity	22.30	5.53	22.37	6.05	22.34	5.38	21.85	5.69
Subscale 4: Persistence	11.08	2.84	10.89	2.75	10.74	3.01	10.80	3.01
Subscale 5: Emotionality	24.29	4.70	24.31	4.69	24.43	5.02	23.18	5.44
Subscale 6: Self-Confidence	12.09	2.42	12.25	2.23	12.03	2.55	11.75	2.33
Subscale 7: Jealousy	11.56	2.59	11.86	2.57	11.68	2.48	11.41	2.84
Subscale 8: Achievement	16.98	3.52	17.07	3.35	16.58	3.78	16.41	3.62
Subscale 9: Leadership	5.00	1.53	5.21	1.66	5.06	1.42	5.07	1.60

TABLE F-8

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Southern Children of Age 65+ Months (N = 160)		Children of Age 65+ Months (N = 257)		Negro Boys (N = 128)		Negro Girls (N = 151)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Stanford-Binet								
Mental Age	64.67	8.90	63.30	9.22	57.53	8.29	60.26	8.80
I.Q.	85.84	13.08	85.27	13.91	85.71	14.05	87.30	11.66
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	20.30	3.60	19.64	3.93	18.05	4.04	18.49	4.07
Subscale 2: Associative Vocabulary	13.05	4.74	12.38	5.16	9.33	4.68	10.20	4.56
Subscale 3: Concept Activation--Numerical	11.26	3.50	10.81	3.56	8.92	3.78	9.47	3.66
Subscale 4: Concept Activation--Sensory	15.29	3.26	15.02	3.25	12.65	3.71	13.59	3.37
Total Scale	59.91	12.60	57.86	13.42	48.95	13.69	51.75	14.01
Project Head Start Behavior Inventory								
Subscale 1: Sociability	24.46	5.07	24.23	5.12	23.67	5.55	24.42	4.98
Subscale 2: Independence	15.95	2.72	16.08	2.58	15.69	2.70	16.46	2.63
Subscale 3: Curiosity	22.77	5.50	22.35	5.59	21.98	5.98	22.64	5.68
Subscale 4: Persistence	10.88	2.96	10.79	2.92	10.03	2.91	11.34	2.62
Subscale 5: Emotionality	24.62	4.80	24.39	4.91	23.52	5.44	24.23	4.67
Subscale 6: Self-Confidence	12.13	2.49	12.10	2.45	11.84	2.50	12.34	2.38
Subscale 7: Jealousy	11.69	2.42	11.74	2.51	11.84	2.42	11.78	2.55
Subscale 8: Achievement	16.90	3.62	16.74	3.65	16.07	3.88	17.25	3.51
Subscale 9: Leadership	5.02	1.46	5.11	1.50	5.09	1.48	5.07	1.53

TABLE F-9

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Urban Negroes (N = 134) Mean	Urban Negroes (N = 134) Standard Deviation	Non-Urban Negroes (N = 145) Mean	Non-Urban Negroes (N = 145) Standard Deviation	Northeastern Negroes (N = 67) Mean	Northeastern Negroes (N = 67) Standard Deviation	Southern Negroes (N = 149) Mean	Southern Negroes (N = 149) Standard Deviation
Stanford-Binet								
Mental Age	58.16	9.01	59.79	8.29	56.54	7.42	61.26	8.78
I.Q.	87.54	12.63	85.68	12.95	86.64	12.98	85.04	12.53
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	18.14	4.32	18.43	3.81	18.27	3.99	18.92	3.97
Subscale 2: Associative Vocabulary	9.29	4.81	10.27	4.42	9.99	4.66	10.74	4.52
Subscale 3: Concept Activation--Numerical	8.63	3.79	9.77	3.58	8.27	3.42	10.16	3.75
Subscale 4: Concept Activation--Sensory	12.60	3.94	13.68	3.65	12.36	3.64	14.03	3.63
Total Scale	48.66	14.64	52.14	13.03	48.88	12.97	53.85	13.52
Project Head Start Behavior Inventory								
Subscale 1: Sociability	23.94	5.09	24.21	5.41	23.97	5.29	24.21	5.22
Subscale 2: Independence	16.25	2.77	15.97	2.60	16.31	2.66	15.90	2.71
Subscale 3: Curiosity	22.08	6.14	22.58	5.51	22.42	5.85	22.48	5.80
Subscale 4: Persistence	10.84	2.75	10.66	2.90	10.72	2.90	10.82	2.89
Subscale 5: Emotionality	24.00	4.84	23.81	5.24	23.12	5.72	24.33	4.68
Subscale 6: Self-Confidence	12.33	2.38	11.91	2.49	12.24	2.54	12.05	2.44
Subscale 7: Jealousy	11.99	2.58	11.65	2.40	11.88	2.68	11.72	2.42
Subscale 8: Achievement	16.77	3.60	16.66	3.84	16.67	3.57	16.83	3.78
Subscale 9: Leadership	5.00	1.59	5.15	1.42	5.16	1.48	5.03	1.50

TABLE F-10

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Negro Children of Age 60-65 Months (N = 68) Mean	Negro Children of Age 60-65 Months (N = 68) Standard Deviation	Negro Children of Age 65+ Months (N = 153) Mean	Negro Children of Age 65+ Months (N = 153) Standard Deviation	Negro Children (N = 279) Mean	Negro Children (N = 279) Standard Deviation	Caucasian Boys (N = 64) Mean	Caucasian Boys (N = 64) Standard Deviation
Stanford-Binet								
Mental Age	56.69	6.38	62.44	8.71	59.01	8.66	65.70	10.05
I.Q.	89.15	11.35	83.36	12.31	86.57	12.81	96.36	17.64
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	16.97	3.78	19.61	3.75	18.29	4.06	20.13	4.14
Subscale 2: Associative Vocabulary	8.06	4.19	11.34	4.42	9.80	4.63	14.89	5.75
Subscale 3: Concept Activation--Numerical	8.31	3.32	10.43	3.60	9.22	3.72	11.14	3.65
Subscale 4: Concept Activation--Sensory	11.91	3.54	14.63	3.29	13.16	3.82	15.50	3.07
Total Scale	45.25	11.85	56.01	12.59	50.47	13.91	61.66	14.36
Project Head Start Behavior Inventory								
Subscale 1: Sociability	24.19	5.06	24.31	5.35	24.08	5.25	24.42	4.75
Subscale 2: Independence	16.29	3.04	16.03	2.54	16.11	2.68	16.47	2.45
Subscale 3: Curiosity	22.76	6.13	22.59	5.72	22.34	5.82	22.73	5.13
Subscale 4: Persistence	10.47	2.52	10.93	3.04	10.74	2.83	10.97	2.65
Subscale 5: Emotionality	23.87	4.92	24.22	5.03	23.90	5.04	25.25	4.57
Subscale 6: Self-Confidence	12.21	2.16	12.07	2.55	12.11	2.44	12.38	2.25
Subscale 7: Jealousy	12.13	2.44	11.59	2.52	11.81	2.49	12.19	2.40
Subscale 8: Achievement	16.82	3.70	16.75	3.82	16.71	3.72	17.13	3.27
Subscale 9: Leadership	4.94	1.64	5.16	1.44	5.08	1.50	5.11	1.43

TABLE F-11

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Caucasian Girls		Non-Urban Caucasians		Northeastern Caucasians		Caucasians of Age 65+ Months	
	(N = 59)		(N = 99)		(N = 62)		(N = 78)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Stanford-Binet								
Mental Age	63.41	10.71	64.82	10.43	63.00	10.16	66.69	9.51
I.Q.	94.19	14.88	94.76	15.69	96.55	18.18	92.09	15.08
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	19.76	3.90	20.29	3.86	19.13	4.02	20.72	3.92
Subscale 2: Associative Vocabulary	13.12	5.56	14.42	5.76	13.29	5.98	15.42	5.32
Subscale 3: Concept Activation--Numerical	10.86	3.16	11.22	3.32	10.18	3.43	11.92	3.42
Subscale 4: Concept Activation--Sensory	15.36	2.87	15.67	2.98	14.52	2.66	16.24	2.72
Total Scale	59.10	13.44	61.61	13.57	57.11	13.70	64.31	13.28
Project Head Start Behavior Inventory								
Subscale 1: Sociability	24.12	5.28	24.59	4.90	23.87	4.79	24.09	4.95
Subscale 2: Independence	15.63	2.66	16.08	2.55	16.23	2.16	16.18	2.55
Subscale 3: Curiosity	21.85	5.72	22.31	5.39	22.23	5.23	21.96	5.51
Subscale 4: Persistence	10.47	2.58	10.71	2.72	10.85	2.52	10.53	2.93
Subscale 5: Emotionality	23.05	5.28	24.46	5.02	23.35	4.89	24.59	5.01
Subscale 6: Self-Confidence	11.81	2.49	12.10	2.42	11.77	2.00	12.10	2.49
Subscale 7: Jealousy	11.05	2.57	11.74	2.55	11.53	2.56	11.73	2.59
Subscale 8: Achievement	16.42	3.50	16.87	3.56	16.79	3.23	16.64	3.55
Subscale 9: Leadership	4.73	1.63	4.96	1.54	5.02	1.35	4.86	1.56

TABLE F-12

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

Instrument	Caucasian Children		English Speaking Boys		English Speaking Girls		English Speaking Urban Children	
	(N = 123)		(N = 204)		(N = 222)		(N = 178)	
	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation	Mean	Standard Deviation
Stanford-Binet								
Mental Age	64.60	10.40	60.06	9.71	61.10	9.37	58.94	9.36
I.Q.	95.32	16.35	88.63	16.01	88.79	13.26	87.83	14.53
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	19.95	4.01	18.50	4.32	18.74	4.09	17.97	4.41
Subscale 2: Associative Vocabulary	14.04	5.71	10.99	5.63	11.01	5.04	9.71	4.99
Subscale 3: Concept Activation--Numerical	11.01	3.41	9.70	3.89	9.82	3.59	8.93	3.83
Subscale 4: Concept Activation--Sensory	15.43	2.96	13.58	3.76	14.10	3.65	12.98	3.78
Total Scale	60.43	13.93	52.77	15.16	53.68	14.14	49.60	14.69
Project Head Start Behavior Inventory								
Subscale 1: Sociability	24.28	4.99	23.96	5.21	24.32	5.06	23.86	5.08
Subscale 2: Independence	16.07	2.58	15.99	2.63	16.22	2.66	16.16	2.75
Subscale 3: Curiosity	22.31	5.42	22.30	5.67	22.36	5.70	22.11	6.03
Subscale 4: Persistence	10.73	2.61	10.29	2.86	11.08	2.63	10.71	2.69
Subscale 5: Emotionality	24.20	5.03	24.12	5.11	23.90	4.86	23.82	4.75
Subscale 6: Self-Confidence	12.11	2.37	12.05	2.42	12.18	2.38	12.25	2.29
Subscale 7: Jealousy	11.64	2.54	12.01	2.38	11.63	2.58	11.95	2.53
Subscale 8: Achievement	16.79	3.39	16.45	3.71	17.00	3.51	16.67	3.45
Subscale 9: Leadership	4.93	1.53	5.11	1.48	5.01	1.56	4.99	1.57

TABLE F-13

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

	English Speaking Non-Urban Children (N = 248)		English Speaking Midwesterners (N = 63)		English Speaking Northeasterners (N = 134)		English Speaking Southerners (N = 193)	
Instrument	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
Stanford-Binet								
Mental Age	61.80	9.50	57.89	9.11	59.66	9.45	63.10	9.23
I.Q.	89.35	14.68	89.75	13.65	90.93	16.46	87.02	13.43
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	19.10	3.98	17.03	4.32	18.55	4.18	19.51	4.00
Subscale 2: Associative Vocabulary	11.92	5.37	7.94	4.93	11.38	5.52	12.08	5.05
Subscale 3: Concept Activation--Numerical	10.36	3.55	8.41	3.74	9.07	3.61	10.67	3.72
Subscale 4: Concept Activation--Sensory	14.48	3.53	12.70	4.09	13.41	3.38	14.64	3.64
Total Scale	55.86	14.03	46.08	15.19	52.42	14.12	56.90	14.18
Project Head Start Behavior Inventory								
Subscale 1: Sociability	24.35	5.17	23.78	5.65	23.81	5.04	24.27	5.16
Subscale 2: Independence	16.07	2.58	15.94	2.80	16.31	2.44	15.96	2.75
Subscale 3: Curiosity	22.49	5.42	21.57	6.13	22.23	5.52	22.50	5.76
Subscale 4: Persistence	10.69	2.82	10.37	2.90	10.72	2.74	10.79	2.87
Subscale 5: Emotionality	24.14	5.14	23.87	5.12	23.20	5.33	24.45	4.70
Subscale 6: Self-Confidence	12.02	2.47	12.08	2.46	11.99	2.28	12.09	2.45
Subscale 7: Jealousy	11.71	2.47	11.83	2.80	11.72	2.64	11.75	2.39
Subscale 8: Achievement	16.77	3.73	16.06	4.02	16.65	3.43	16.83	3.70
Subscale 9: Leadership	5.10	1.48	5.16	1.66	5.07	1.46	4.98	1.54

TABLE F-14

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

	English Speaking Children of Age 54-59 Months (N = 56)		English Speaking Children of Age 60-65 Months (N = 100)		English Speaking Children of Age 65+ Months (N = 249)		English Speaking Negro Children (N =278)	
Instrument	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
Stanford-Binet								
Mental Age	54.84	6.13	58.63	8.89	63.54	9.15	59.03	8.68
I.Q.	90.93	11.83	92.70	15.62	85.65	13.86	86.58	12.83
Preschool Inventory								
Subscale 1: Personal-Social Responsiveness	17.32	4.11	17.35	4.09	19.73	3.90	18.29	4.06
Subscale 2: Associative Vocabulary	8.61	4.72	9.41	5.10	12.49	5.10	9.81	4.63
Subscale 3: Concept Activation--Numerical	8.02	3.12	8.72	3.43	10.85	3.58	9.22	3.73
Subscale 4: Concept Activation--Sensory	11.66	3.46	12.68	3.58	15.12	3.17	13.17	3.82
Total Scale	45.61	12.73	48.16	13.58	58.20	13.29	50.49	13.93
Project Head Start Behavior Inventory								
Subscale 1: Sociability	23.16	5.13	24.74	5.08	24.18	5.16	24.07	5.26
Subscale 2: Independence	15.82	2.59	16.31	2.93	16.07	2.56	16.12	2.68
Subscale 3: Curiosity	20.86	5.51	23.24	5.88	22.32	5.62	22.34	5.83
Subscale 4: Persistence	10.43	2.59	10.82	2.50	10.76	2.95	10.74	2.83
Subscale 5: Emotionality	23.25	4.93	24.04	4.77	24.35	4.95	23.90	5.05
Subscale 6: Self-Confidence	12.07	2.53	12.31	2.18	12.08	2.48	12.11	2.45
Subscale 7: Jealousy	11.95	2.44	12.11	2.38	11.69	2.51	11.81	2.49
Subscale 8: Achievement	16.07	3.52	17.10	3.55	16.69	3.67	16.71	3.73
Subscale 9: Leadership	4.88	1.55	5.08	1.60	5.08	1.50	5.08	1.50

TABLE F-15

Means and Standard Deviations on the Stanford-Binet, the Preschool Inventory, and the Project Head Start Behavior Inventory for Subsamples Containing 50 or More Cases

	English Speaking Caucasian Children (N = 122)		English Speaking Children (N = 426)	
Instrument	**Mean**	**Standard Deviation**	**Mean**	**Standard Deviation**
anford-Binet				
Mental Age	64.62	10.44	60.60	9.53
I.Q.	95.44	16.35	88.71	14.62
eschool Inventory				
Subscale 1: Personal-Social Responsiveness	19.93	4.02	18.63	4.20
Subscale 2: Associative Vocabulary	13.98	5.69	11.00	5.32
Subscale 3: Concept Activation--Numerical	10.99	3.42	9.77	3.73
Subscale 4: Concept Activation--Sensory	15.42	2.97	13.85	3.71
Total Scale	60.31	13.92	53.24	14.63
oject Head Start Behavior Inventory				
Subscale 1: Sociability	24.27	5.01	24.15	5.13
Subscale 2: Independence	16.08	2.58	16.11	2.65
Subscale 3: Curiosity	22.32	5.44	22.33	5.68
Subscale 4: Persistence	10.75	2.62	10.70	2.76
Subscale 5: Emotionality	24.24	5.02	24.00	4.98
Subscale 6: Self-Confidence	12.11	2.38	12.12	2.40
Subscale 7: Jealousy	11.65	2.55	11.81	2.49
Subscale 8: Achievement	16.79	3.40	16.73	3.61
Subscale 9: Leadership	4.93	1.54	5.06	1.52